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THIRTEENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

✓
CITY AND COUNTY OF NEW YORK.

FOR THE YEAR ENDING JANUARY 1, 1855.



NEW YORK:

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DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW YORK.

BOARD OF EDUCATION.

CITY OF NEW YORK, DECEMBER 29, 1854.

MR. SWEENEY *presented (on behalf of the Chairman, who was absent on account of sickness,) the following Report of the Committee to prepare the Annual Report of the Board.*

Ordered: *That said Report be adopted, and five thousand copies printed.*

ALBERT GILBERT,
Clerk.

TO THE BOARD OF EDUCATION:

The Committee, whose duty it is as prescribed by the By-Laws, to prepare the Annual Report of the Board, submit the following for its consideration, and recommend that it be adopted, and copies thereof, duly authenticated, transmitted to the State Superintendent of Public Instruction, and to the Clerk of the City and County of New York.

WILLIAM ROCKWELL,	} Committee.
HUGH SWEENEY,	
JAY JARVIS,	
WILLIAM P. COOLEDGE,	
SAMUEL A. HILLS,	

NEW YORK, Dec. 29, 1854.

REPORT.

THE BOARD OF EDUCATION OF THE CITY AND COUNTY OF NEW YORK, in compliance with the provisions of the law relative to Common Schools in the City and County of New York,

REPORT:

That the whole number of Schools within the jurisdiction of the Board of Education, for the City and County of New York, during the past year, was 262.

Grammar Schools, for Boys,	44
“ “ for Girls,	44
Primary Schools,	101
Colored Schools,	14
Corporate and Asylum Schools,	28
Evening Schools,	27
Normal Schools,	3
Free Academy,	1
<hr/>	
Total,	262

Of this number, 14 are Schools for Colored Children, viz.:

Grammar Schools, for Boys,	3
“ “ for Girls,	3
Primary Schools,	8
Asylum Schools,	4

Schedule No. 1, hereto annexed, shows the length of time each School has been kept open ; the actual average attendance ; and the whole number taught in the several Schools, as appears from the Annual Returns for the year ending December 31, 1854. From this table it will appear that during the year, the number taught is 146,450 ; and the average attendance, exclusive of the Evening and Normal Schools, and Free Academy, was 45,390.

Grammar Schools, for Boys,	10,110
“ “ for Girls,	8,585
Primary Schools,	22,249
Colored Schools,	943
Asylum Schools,	2,503
If the Evening Schools are included,	5,077
“ Normal Schools “	700
“ Free Academy “	400

Making a grand total of all Institutions under the control of the Board of Education,
of 51,567

There has been a marked and very rapid increase, since the organization of the Board of Education, in the number of pupils taught in our Public Schools. During the year 1842, at which time this Board commenced its operations, there were reported as having attended the Public Schools, 47,930 pupils ; the average attendance for the year, being 16,761. The same returns for the year just closed, are as above stated, showing a consequent increase of about 200 per cent. The comparison for this period, each year severally stated, will be seen from the following

TABLE.

YEAR.	No. of Schools.	Whole Num- ber Taught.	Annual Average.
1842.....	115	47,989	16,761
1843.....	156	59,385	19,467
1844.....	167	60,851	24,350
1845.....	176	71,190	25,695
1846.....	176	75,465	28,075
1847.....	184	89,599	32,122
1848.....	194	95,045	35,364
1849.....	199	102,974	35,998
1850.....	207	107,363	40,055
1851.....	213	116,627	42,960
1852.....	215	127,257	44,596
1853.....	224	123,530	43,740
1854.....	231	128,608	45,390

If we include in the last year, the number taught in the Evening Schools, the Normals Schools and the Free Academy, we have an average of 51,567; the whole number on register being 146,450, and the total number of schools 262.

It will appear from calculations made at length in another part of this Report, that the annual increase in the population of the City and County of New York, is about six per cent.; and that while the population doubles in about fifteen years, the number of pupils in our Schools doubled in the first five years; and since 1847, has been constantly increasing, so that the number of our scholars has grown, during the thirteen years of the existence of this Board, at a rate more than twice as great as that of the city population.

There is in this fact a palpable evidence that our Common School System is constantly becoming more popular with the great mass of the citizens. It is unfolding the spirit which should characterize such a system more fully every year, and comprehends under its broad shield the children of every rank and class of the people.

This is a healthful and most desirable aspect of our Common School System. The notions formerly entertained in regard to Public Schools, that they were only attended by those who might be regarded in a sense as charity scholars, and dependent upon the public for support, have, for some years past, been

changing into respect for our Schools; and of late, they are extensively attended by the children of our most respectable citizens of every class. This is precisely the end which should be sought: to make our system so perfect and so well adapted to the wants of the whole community, that the public will be made to feel that interest in our Schools, and that immediate relation to them which will be one of the best securities in their favor.

It will be seen, by all who have observed this advance in our Schools, that it has kept pace with the advance made in the character of the instruction given, the increased facilities for accommodating the children of the city, and the higher standard aimed at by the Board of Education. The higher the grade of the Schools, the course of studies pursued therein, the rank and reputation of the teachers, the opportunities afforded, and the ultimate advantages procured by our course of preparation for usefulness in life, the more will the confidence of the public be placed in them, and there will be a contemporaneous growth in these reciprocities, until the whole public will look to the Common Schools for the training of the youth of the city.

The Board does not in any sense deny the eminent usefulness of private schools and academies; but it is believed that a system of education which shall unite and harmonize all classes in one comprehensive scheme of operations, will be advantageous to the profession of teachers as well as to the people. The economy of means when used on a large scale, is vastly greater than when the same number are distributed among many small schools, where the aggregate capital employed will be found to amount to a vastly larger sum. The guarantee thus afforded to teachers of ability and scholarship, is also much better under a well-sustained public system, than when the teacher is subjected to the risk and fluctuations of a private undertaking.

Our system, however, is yet in a position, so far as the public is concerned, much behind that which it should now hold. Men of moderate means and those who are compelled to devote their time constantly to labor, are not able to visit our Schools and become acquainted with their details. On the other hand, men of wealth and leisure take little interest in the work of education among the people, and hence our School Records contain the names of but few visitors. But when the people of New

York shall have learned the true relation which exists between them and their schools, we shall expect to see a more cordial and unanimous support and encouragement extended to them.

From what has been accomplished, and taking the data afforded by the table given above, it may reasonably be inferred that before long our system will include nearly all of every class, of the school age, who shall be instructed in our city. The Free Academy has served in a considerable degree to produce this result, and as it grows in favor with the public, and its graduating classes go out into active life, the influence will be exerted to bring all our children into the class-rooms of our Public Schools.

A not very serious addition to the cost of education per scholar, would give to our Schools a commanding rank as institutions for the training of youth. The outlay, in view of the great results obtained, would be a remunerative investment; and while attracting attention to the Schools, would at the same time so thoroughly demonstrate their cheapness, economy and value, as to secure for them the affections of the people, and the respect and admiration of the country.

II.—THE SCHOOLS OR SOCIETIES FROM WHICH REPORTS HAVE BEEN MADE.

Reports have been made to the Board of Education, within the time limited for that purpose, from all the Schools and Societies set forth in Schedule No. 1, annexed to this Report.

III.—THE TIME THE SCHOOLS HAVE BEEN KEPT OPEN.

Schedule No. 1, shows the number of Sessions which have been held by each School during the year just closed.

IV.—AMOUNT OF PUBLIC MONEY APPORTIONED TO EACH SCHOOL OR SOCIETY.

Schedule No. 2, hereto annexed and forming part of this Report, shows the amount of money apportioned or appropriated to each School or Society.

It will appear from the above, that the amount paid for all purposes during the year 1854, is \$776,973 38, viz.:

On account of current expenses,	\$364,687 78
“ Free Academy,	31,680 92
“ Normal Schools,	4,394 50
“ Evening Schools,	22,749 98
“ Corporate Schools,	17,584 79
“ Depository for Books, &c.,	61,349 87
“ Rents,	8,626 22
“ Repairs of Buildings,	15,926 68
“ Altering and Enlarging Buildings,	42,226 09
“ New Buildings and Furniture,	140,923 03
“ Sites for New Houses,	49,510 00
“ Incidental Expenses of the Board of Education,	17,304 52
Total,	\$776,973 38

NEW SCHOOLS.

By the above statement, it will be seen that the expenditures for furniture, sites and buildings, and the alteration and enlargement of old houses, during the year just closed, has been very large. The amount reaching the total of \$232,359 12 has been appropriated and paid as follows:

FOR SCHOOL SITES.

5 lots on south side of 28th street, near Seventh Avenue,	\$13,800 00
5 lots on north side of 20th street, near the Third Avenue,	13,000 00
4 lots on the north side of 37th street, near Second Avenue,	9,900 00
4 lots on north side of 22d street, near Lexington Avenue,	12,810 00
Total,	\$49,510 00

ERECTION OF NEW BUILDINGS.

School House in 87th street, near Fourth Avenue, .	\$12,907 00
Primary Sch. House No. 58, in 19th st., nr. Av. A, .	12,770 75
School House at Manhattanville,	12,898 29
Primary School House in 37th st., near 10th Av., .	9,100 00
School House No. 4, in Rivington st., near Ridge, .	20,500 00
School House in 17th street, near 8th Avenue, .	22,000 00
School House in 28th street, near 7th Avenue, .	25,000 00
School House in 37th street, near 2d Avenue, .	10,500 00
School House in 20th street, near 2d Avenue, .	4,190 00
Primary School House in Cannon street,	3,151 00
Total,	<u>\$133,017 04</u>

ALTERATIONS AND ENLARGEMENTS.

Ward School No. 33, 20th Ward,	\$725 00
Ward School No. 29, 1st Ward,	2,788 37
Alterations in Work Shop, Crosby street,	435 00
Colored School, No. 6, 20th Ward,	215 00
Hall of Board of Education,	20,006 78
Ward School, No. 42,	947 00
Alterations in Ward Schools of 11th Ward,	1,703 40
Alterations in Primaries Nos. 29 and 30, 1st Ward, .	285 25
Alterations in Ward School No. 3, 9th Ward,	11,819 86
Alterations in Ward Schools in the 7th Ward,	2,307 00
Alterations in Ward School No. 5, 14th Ward,	584 15
Alterations in Ward Schools in the 10th Ward,	694 53
	<u>\$42,511 34</u>

FURNITURE.

Furnishing the new house at Yorkville,	\$3,158 00
“ Primary in 37th street, near 10th Av.,	3,841 66
“ Primary in 19th street, near Avenue A,	781 33
	<u>\$7,780 99</u>

The above amounts include only what has already been paid during the year 1854, some of them being in part payment of unfinished contracts. Appended to this report are elevations, plans, and brief descriptions of the new buildings erected during the year.

V.—NUMBER TAUGHT IN EACH SCHOOL.

Schedule No. 1, hereto annexed, shows the whole number taught in each school, the average attendance, and the number of sessions as reported by the various Boards of Trustees for the year ending with the date of this Report.

VI.—THE WHOLE AMOUNT OF MONEY DRAWN FROM THE CITY CHAMBERLAIN.

The whole amount of money drawn from the City Chamberlain for the purposes of public education, during the year ending on the date of this Report, is \$776,973 38. Schedule No. III shows the amount paid for Teachers' Salaries, Books and Stationery, Fuel, &c., and the amount supplied from the Depository for the year 1854.

EXPANSION OF THE SYSTEM.

With the growth and expansion of our city, there must be a corresponding expansion of the means to be provided for the education of the children who will throng our streets and depend upon our system for their opportunities of instruction. This expansion will inevitably call for a largely increased annual expenditure for school buildings, furniture and apparatus, which threatens to form a somewhat imposing figure in the estimates upon which the tax lists will be based. There is no desire upon the part of the Board of Education to conceal or avoid this issue. On the contrary, it is a matter of congratulation, that the great public economy which is committed to this Board is, at the present time attracting so much attention, as the Board are confident that the further the scrutiny is carried, the more necessary and judicious will its policy be found to be. There is in this city a population of nearly 700,000, exceeding that of some of the States of the Union, and occupying a position in relation to the industrial, commercial, and moral interests of the people of the very highest influence and power. The whole State, and in a degree, the whole country has a moral and intellectual interest in the kind, and amount of education we give to the youth of New York, who are to go forth, all over the land, and into various parts of the world, to be witnesses of the wisdom or the folly of our system.

To erect the requisite number of buildings every year will involve the expenditure of certain sums of money, and the question naturally arises as to the best and most available means of providing these funds. Up to the present period, these outlays have been made from year to year as they have been called for by the exigencies of the case, out of funds annually raised and appropriated for that purpose. This Board has expended since its organization up to July 1, 1853, \$653,946 20 for buildings and sites, exclusive of the Free Academy and the expenditures of the Public School Society. The Board has pursued the same course during the year 1854, and were pressed by the demands of the public interest so to do.

The apparently large amount which has become necessary, has, however, led to the suggestion that the wants of the public, and the interests of the system itself, would be met by the creation of a stock to be called "the Public Education Stock of the City of New York," which shall be redeemable at some future period to be determined upon.

At first sight there is some plausibility in such a scheme. The Public School buildings are erected, and are expected to stand for a long number of years. On the application of the stock principle, and that principle of public economy which looks to the payment of debts for permanent public use, by a small annual taxation for a long period upon those who reap their advantages, it might appear to be an economical and feasible plan. But the Board do not so regard it, and for weighty reasons.

For many years the Public School system of New York was of a very slow growth. It was initiated in 1804, just half a century since, and was at first limited to those who were not connected with the schools of any church or religious society. It gradually extended until it became recognized as the "Public School Society" organization, about thirty years since, subsequent to which its increase was much more rapid until the organization of this Board in 1842; and at this period, as already shown, the increase in the number of pupils taught by the public system has been nearly 200 per cent. in thirteen years. However advantageous such a scheme might have been under these circumstances, it was unnecessary because the amount re-

quired was not large. Under the present circumstances the amount called for is so great that it is manifestly impolitic to create such a stock, as will appear by reference to the facts.

A glance at the increase of population and wealth in this city for the last twenty-eight years will be interesting, as showing that the wealth of the city keeps pace with the population, notwithstanding the severe checks which it has received during this period by the several disastrous conflagrations which have laid waste large portions of its business centre. These facts will appear from the following:

TABLE

Showing the Value of the Real and Personal Estate, with the Amount and Per Centage of Annual Increase of the same in the City of New York, since 1826.

Year.	Value of Real and Personal Estate.	Increase over the previous year.	Decrease.	Per Centage of Increase.	Per Centage of Decrease.
				ABOUT	ABOUT
1826	\$107,236,981	.....	.....	.....	.....
1827	112,211,926	4,972,945	.....	4.66	.....
1828	114,019,533	1,807,607	.....	1.63	.....
1829	111,803,066	.....	2,216,467	.....	2
1830	125,288,518	13,485,452	.....	12	.....
1831	137,560,529	12,272,011	.....	9.80	.....
1832	144,902,328	7,341,799	.....	5.40	.....
1833	166,491,542	21,589,214	.....	14.89	.....
1834	186,548,511	20,056,969	.....	12.04	.....
1835	218,723,703	32,175,192	.....	17.25	.....
1836	309,500,920	90,777,217	.....	41.53	.....
1837	263,747,350	.....	45,753,570	.....	14.75
1838	264,152,941	405,591	.....	.17	.....
1839	270,869,019	6,716,078	.....	2.58	.....
1840	252,233,515	.....	18,635,504	.....	7
1841	251,194,920	.....	1,038,595	.....	.50
1842	237,805,651	.....	13,389,269	.....	5.33
1843	229,229,079	.....	8,576,572	.....	3.66
1844	236,727,143	7,498,064	.....	3.25	.....
1845	239,995,517	3,268,394	.....	1.37	.....
1846	244,952,004	4,956,487	.....	2.08	.....
1847	247,153,299	2,201,295	.....	.88	.....
1848	254,193,523	7,040,224	.....	2.85	.....
1849	256,197,143	2,003,620	.....	.80	.....
1850	286,061,816	29,864,673	.....	11.50	.....
1851	320,110,857	34,049,041	.....	12	.....
1852	351,768,426	31,657,569	.....	9.50	.....
1853	413,686,932	61,918,506	.....	17.60	.....
1854	462,021,734	48,334,802	.....	11.68	.....

The population of the city in 1825 was 166,089, and is now 675,000, or an increase of 300 per cent. The assessed valuation of the property at that time was \$107,238,981; for 1854 it is \$462,021,733, an increase a little over that of the population. During the last twenty-eight years, therefore, the population and wealth have twice doubled. At this rate the population of the city in 1870 will be *one million four hundred thousand*, and in 1890, should it continue to increase at the same ratio, it will reach *three millions*. The estimated wealth of the city and county at the same periods will be, in 1870, \$924,000,000, and in 1890 not less than *one thousand eight hundred and fifty millions of dollars*. Such estimates founded upon data so well established as those furnished by the past and present condition of New York, are calculated to arrest the attention of every thinking man, and should lead us to a profound consideration of the principles and the practical results of our civil economy.

This vast increase in the population of our city will bring with it a corresponding multitude of youth, who are to be trained for usefulness in society. This cannot be done for nothing. The education which costs nothing is worth nothing. Education has a scale of prices like every other marketable commodity. The best minds must be had to engage in the work, and feel that in this department of labor they are achieving tasks worthy of their country and of the age. It will not do to bid the sun to stand still upon our valleys and hills and broad prairies, while we fight battles with Philistines or Anakim, who would destroy our institutions. The world moves, and the battle thickens, and we must be at our posts and fall or conquer in our own day. We must have experienced and noble generals in our educational armies, and we must have well trained and able-bodied men to win our triumphs. The age is pressing, and urging upon us with its great forces, and the duties must be met or the day will be lost to freedom and to humanity.

Thousands of the school age will be added to our juvenile population every year. In a few years the addition to this class of our people will be not less than ten thousand annually. Their wants must be provided for. Physically they will want bread, and it will be found; clothing, and it will be at hand. They will want knowledge, and it must be given to them. They will

want counsel and instruction, and they must be afforded. They will want light, and it must be poured in upon the mind. They will want raiment, and the vestments of truth must be given to them in which to clothe their spirit with the radiance and beauty of immortality.

The following computation made for a short period only, will serve to indicate the actual wants of the city, as they are now pressing upon the Board of Education, and they will serve to show why this Board is compelled, by a sense of duty, to expend those sums of money which appear so large in the aggregate, and are really so economical when fairly examined.

Year.	Estimated Population with Annual Increase added.	Annual Increase estimated at 6 per cent.	Children between 5 and 15 years of age estimated at 20 per cent. of the increase.	Public system should provide for two-thirds of the annual increase of children.	Estimated Number of New Schools required each year. [Of those attending School, about forty per cent. are in the Upper Schools, and sixty per cent. in the Primary Schools.]
1850	515,000				
1851	545,900	30,900	6,180		
1852	578,654	32,754	6,550		
1853	613,373	34,719	6,943		
1854	650,175	36,802	7,360		
1855	689,185	39,010	7,802	5,200	Say 2 full Schools and 1 Primary.
1856	730,529	41,351	8,270	5,512	" 2 " " 3 "
1857	773,883	43,831	8,766	5,844	" 3 " " 2 "
1858	820,315	46,482	9,284	6,188	" 3 " " 3 "
1859	869,533	49,218	9,843	6,562	" 3 " " 4 "
1860	921,704	52,171	10,434	6,952	" 3 " " 4 "
1861	977,006	55,306	11,060	7,372	" 4 " " 4 "

By the above exhibit it will be apparent that a large and constantly increasing outlay will be called for to supply the inevitable wants of the city. It is just as impossible to avert this expenditure as it is to turn aside the tide of population which sets towards this city, and which is swelling and rolling onward to become a mighty ocean of humanity and of destiny. The city may make a choice between educated and uneducated masses of the people. It may decree a limit to its expenditures for the instruction of its youth, and thus dissipate in a wretched system the means which would be far better employed in a different direction, or it may write upon the civil structure in blazoned characters, that the best education that can be given is the cheapest safeguard of the popular weal. The entire cost of

the school system of New York for 1854, including the valuable additions to the real estate held by the public was \$776,973 38, while the police and alms-house expenditures amounted to \$1,500,000. The school teacher is a nobler public servant than the policeman: the school-house is a better edifice than a prison or a penitentiary. The penitentiaries cost more to erect than the whole amount spent on school-houses and sites by this Board for thirteen years. During that period there has been an average of one thousand inmates in the penitentiary, and twenty-five thousand children in our public schools. One class has been a burden to the morals, welfare and wealth of the city; the other has been training up for usefulness and honor. The expenditure in one case has been a hopeless sinking of capital; the outlay in the other has been an investment which will repay itself a hundred fold in the present and in years to come.

These facts and principles being undeniable, it simply remains to show the operation of a school building stock in order to satisfy any inquirer that no ultimate object would be gained, while there would be a heavy loss.

From the table above given it will be seen that the estimated addition to our population during the year 1855, will be, in whole numbers, 40,000, of this there will be 20 per cent., or 8,000 of the school age. Deduct from this the number who will be instructed in private schools, the number obliged to labor, and all others, amounting to one-third, and we shall have a body of 5,200 children of the school age, who will require to be educated at the public expense. This number, with a trifling margin, will require about two full schools and one primary school. Carrying out the calculation a few years further, we reach the following result:

YEAR.	No. to be provided for.	Full Schools.	Primary Schools.	Cost.
1855.....	5,200	2	1	\$110,000
1856.....	5,512	2	2	130,000
1857.....	5,844	3	2	175,000
1858.....	6,188	3	2	175,000
1859.....	6,562	3	3	195,000
1860.....	6,956	3	4	215,000
1861.....	7,372	4	4	260,000

This exhibit will serve to show the actual number of schools, and the amount of money required to meet the necessities of the future. They are not at all exaggerated to make out a case, but are, if anything, within the mark. Up to and including the year 1860 we shall require *one million of dollars* for school buildings, exclusive of any appropriations which may be made for an Academy for Girls, or for a Normal School. From 1860 to 1870, should there be no greater annual addition required than that of 1860, the total amount needed will be *two millions one hundred and fifty thousand dollars*. But if an estimate is based upon the accelerated increase of each year, the total amount will reach *three millions of dollars*. A stock for that purpose will, consequently, at that time, amount to about *four millions* of dollars, less the payments made annually.

The following Table will show the operation of this scheme.

If the Board provide during 1855 for the required increase, and also for the *unfinished work* now contracted for, there will be needed for the year \$210,000. With this figure the Table starts.

TABLE

Showing the Amount required each year; the Annual Payments at 5 per cent. on the principal, with the interest; and the Debt remaining at the end of each year, from 1855 to 1861, inclusive.

YEAR.	Amount Required.	Annual Payment.	Debt at the end of the year.
1855.....	\$210,000	\$24,700	\$200,000
1856.....	130,000	39,600	313,500
1857.....	175,000	58,620	464,075
1858.....	175,000	76,688	607,122
1859.....	195,000	96,254	762,016
1860.....	215,000	117,221	859,775
1861.....	260,000	134,373	1,063,787

It thus becomes a matter beyond dispute that a short term of years will roll up a debt of a considerable amount, which will probably not reach its maximum during the present century, or until the city shall have reached the limit of its growth.

Should a stock be created, it will probably burden the city with a debt of millions of dollars in a few years, and become obnoxious to the people. In the estimate above given, no account whatever has been made of repairs and rebuilding old school houses, which are necessary from time to time, and will, of course, increase at the same rate as the expansion in all other directions.

It has been assumed that the stock shall be redeemable in twenty years, by the annual payment of five per cent. on the principal. In 1875, should that course be taken, there will be a debt, probably, of four to five millions of dollars, on which the payments will amount to about \$300,000 per annum for interest alone. This large amount would meet a very large part of the whole demand for actual outlay for new schools and repairs, and would be a diversion of the school funds not warranted by policy or economy.

Could any limit be assigned to the system of public education, and any boundary be set beyond which the Board would never be permitted to extend its operations, the creation of a stock might be politic and timely. But it is impossible to assign any such limit. The debt will every year be increased. The outlays will every year be growing in an accelerated ratio, and hence, the burden will become very great, and cripple the whole scheme of popular education.

Stocks, for great national and other public improvements, as the building of a canal, railroad, or other work for the public use, are a valuable means for attaining these results. But these works have always a distinct limit. A canal or a road may be five hundred miles, and a tunnel through a mountain may be a mile or more in length, or an aqueduct may be fifty or a hundred miles long, but when the terminus is reached, the work is done—the cost is counted—the stock is rated—and there is a period distinctly marked, when the whole scheme will be perfected by the redemption of the bonds. The Croton Aqueduct, a City Hall, or any other similar work, may properly and justly be built on the stock system, for they are complete in themselves, and as they may last a long number of years, it is a matter of justice that they who enjoy the advantages should also bear a portion of the cost.

It is vastly different with our public schools, or with any other institution or enterprise which is expanding itself indefinitely and at a rapid rate into the future. The wants of the people must be met now. We derive immediate benefit from these schools now, and we shall continue so to do. Ourselves and our children are reaping the daily blessings of each new school as it is opened, and we must every year add to the number. In erecting these buildings, we are only meeting a pressing want, which is just as imperative in our civilization as bread for daily subsistence. The school system should meet this want at every turn, and without any accumulation of debt or burdens which will cripple its energy and react to its own injury.

The creation of stock will not apply to our schools, for another reason. Every year has its own necessities, and calls for the expenditure of certain sums. This demand will be constant. Each new portion of the population will, of course, be obliged to bear its share of the burden, just as fast as it is imposed ; and though they may pay a small portion of what has already been called for, will derive the full advantages of all their own outlays. It is a necessity which grows with the growth of the city, and will be annually borne by it, because the whole people will be benefitted thereby. To load the common school system with the payment of several hundred thousand dollars, annually, for interest, which would soon be the case, would be opposed to the true principles of economy and prudence, which should characterize its administration.

From these considerations, therefore, the Board desire to record their present conviction, that a stock for the purpose of meeting the current expenses of the system would be pernicious and dangerous, and that the demands for school buildings should be met year by year.

COURSE OF STUDIES.

During the year the course of studies pursued in the schools has received much attention on the part of the Board, in connection with the grading and classification of the teachers. The discussion upon these topics was full and occupied much of the time of the Board during a number of its sessions. The course of studies was revised and enlarged, and on the 15th of November the following scheme was adopted:

Grades of Schools.

The Ward Schools shall consist of Primary and Grammar Schools; the present Upper Departments shall be designated as Grammar Schools for Boys and Grammar Schools for Girls, respectively. Each School shall be divided into five classes—with as many subdivisions as may be necessary; the highest or the most advanced class to be designated as No. 1, and the lowest as No. 5. The subdivisions of classes shall be called Sections A, B, C, &c.

Grades of Studies.

The course of instruction in the several schools shall be as follows:—

PRIMARY SCHOOLS.

Class 5.—The Alphabet and its combination into words and syllables; lessons on objects and common things.

Class 4.—Reading, spelling, punctuation, definitions, Roman numbers, and tables in addition.

Class 3.—The simple rules of Arithmetic, including the multiplication table; reading, spelling, and definition continued; and slate writing.

Class 2.—Reading, spelling, and definition continued; arithmetic through simple subtraction; geography commenced; writing and drawing on slates and the black board.

Class 1.—Reading, spelling, and definition continued; tables of weight, measures, time, &c.; arithmetic reviewed, and completed through simple division; elementary geography; drawing and writing on slates; elementary instruction in the science of common things, names and qualities of objects, with the elementary principles of natural science; mental arithmetic.

Vocal music to be taught and practiced as far as practicable.

GRAMMAR SCHOOLS.

Class 5.—Review of the several studies pursued in the Primary Schools; geography; arithmetic, as far as compound multiplication, including a knowledge of Federal and Sterling money; reading, spelling, and definition; mental arithmetic and lessons on natural objects.

Class 4.—Reading, spelling, and definition continued; arithmetic through compound rules of reduction; geography completed, with elementary principles of astronomy; grammar commenced.

Class 3.—Reading, spelling, and definition continued; arithmetic continued, through common and decimal fractions and proportion; English grammar with parsing; natural history and philosophy commenced; history of the United States; astronomy continued.

Class 2.—Arithmetic, through per centage, interest; history of the United States; parsing; descriptive astronomy; natural history and philosophy, including the elementary principles of mineralogy, geology and chemistry; and physiology commenced.

Class 1.—Arithmetic completed and thoroughly reviewed; algebra, geometry, natural history, philosophy, astronomy and physiology; general history and book-keeping.

All the classes in the Grammar Schools to be instructed in penmanship, composition, declamation and drawing. Vocal music to be taught and practised to as great an extent as practicable.

The course of instruction contained in the above affords a full scope to the teacher, and gives to the pupil who can remain the requisite length of time, a training which will fit him for the High School or the Free Academy, or to go to business, possessing a fair acquaintance with the indispensable branches of education, and with a mind somewhat prepared to advance in the path of learning. In some schools it may be that a still higher class of studies might be advantageously introduced, while in some others the upper classes will be obliged to dispense with a part of the prescribed course. This arises from the age and necessities of the pupils. Many are called away to business at an early age, and some Schools have but few who can remain the full term contemplated by the scheme of studies adopted by the Board. This has been the case, and it may so continue, in some instances, but the Board has not been deterred from taking the highest ground it could safely reach in reference to the course of studies, believing that a high mark will be more advantageous to the Schools than any other.

The elevation of the standard of instruction in our Common Schools will serve several important purposes, among which, their popularity will be one of the most prominent. In proportion to this advance in the character of our schools, they have advanced in favor with that class of the community which supports private schools, at much larger cost for tuition. The farther we carry this plan of elevation and improvement, the better fitted our schools will be to serve the public and to meet the wants of the people. The Board do not believe that the highest point has been yet reached.

The course of studies adopted, it will be seen, contemplates the introduction of uniform and systematic instruction in music and natural history. The great value and interest of these branches have already been shown by the limited attention which has so far been given to them.

Singing has always been a prominent exercise in the Primary departments, and, to a greater or less extent, in the Female Grammar Schools, but has been almost altogether neglected in the Male Grammar Schools, until a quite recent period. For a few years past, however, this delightful exercise has justly claimed and received much more attention, and professors

have been engaged in some of the wards who devote an hour or two in each week to thorough instruction and exercise in the art, giving, as far as possible, a practical and theoretical knowledge of the scientific principles of music. Singing at the opening and close of school, and on special occasions, serves to lend additional interest to the school-room, and to throw around it the purest associations, and the most refining influences. In many of the schools piano-fortes are used, which have been either hired or purchased by the school officers, or presented by the liberality of a school officer or friend.

Music should be taught in all our schools, and in every department. The results so far attained in the male departments are highly encouraging, and if there be any refining and moral influences in harmony and pure and elevating song, they should be realised to the utmost by the male pupils of our schools. Even as an aid to literary instruction, its influence is great and lasting, and the cultivation of the voice, the mind, and the heart, which may be gained by a proper course of musical exercises, can hardly be over-estimated.

The teaching of Natural History, in its elementary branches, is deemed to be of much practical value in our schools. Physiology and anatomy, so far as to give the pupils a general acquaintance with the human frame, and the economies of health and virtue, will be found interesting and profitable. It is a subject which comes home to the every day observation—it is not abstract, it is actual—it is not remote, it is near. The proper teaching of these lessons of health, life, wisdom, and knowledge, may be made subservient to the highest purposes.

Of a still more tangible character are the practical sciences of geology, mineralogy, chemistry, and natural philosophy. It is not expected or wished to make our pupils prodigies of knowledge, or cyclopædias of scientific facts, were it even possible. The conviction is that these subjects may be made very valuable accessories, in stimulating thought, awakening inquiry, and promoting a spirit of reading and voluntary acquisition. Tens of thousands of our pupils might have been made diligent and effective self-taught men, had the proper kind of instruction in these practical studies been given in the school-room. Many young persons of both sexes would learn if they were shown

how. The rudimental instruction of our class-rooms, carry it as far as we will, is only a mere opening of the avenues to knowledge—it simply turns the key and unlocks the door to a subsequent education. In the hands of competent teachers, who sympathize with their pupils, and who feel the importance of watching the unfolding of their intelligence, these themes may be made to touch keys in many an aspiring mind, and lead its possessor on to eminence and power.

Much of the success of these branches of instruction will depend upon the manner in which they are presented to the pupils. They may be made forbidding and repulsive, or they may be made the most inviting of the whole course of study. Facts of thrilling interest, and experiments of the most attractive character may be measurably lost and their influence destroyed, or they may be made to tell with ineffaceable power on the minds and habits of the young. Any thing like thorough and deep scientific training cannot be looked for, but in the tangible and visible objects of natural history, the inquisitiveness of the youthful mind will find sources of delight and instruction which will, in many cases, prove the foundation for higher and profounder acquisitions. The intelligent teacher, prepared to treat these topics with familiar illustrations and appropriate thoughts, may exert an influence of far reaching and wonderful power.

Learning the lessons of natural history merely as tasks, with scientific formulas and technicalities, will not answer the purpose, but the artist-teacher, delighting in the employment of his own faculties and those of his pupils, in the wonders and beauties of Nature, will not be long in reaching the true purpose of education—to lead out, inspire, and excite the progressive faculties and intelligence of the young.

A variety of methods may be adopted to secure the end in view. The adaptation of this class of studies to the Schools, will require some time, it may be, to bring it fully into operation; but that it will be eminently valuable to tens of thousands of pupils, and form a marked feature of the system, there can be little doubt. The plan may fail for want of the proper kind of instruction, or in the absence of proper means for illustration, but if these are provided, the result will be important and noble.

Many of our most enlightened teachers have viewed this proposition to introduce natural history with very high approbation, esteeming it one of the most valuable improvements which can be made. Some others doubt its practicability for want of the time necessary; and others desire it, if it can be efficiently and appropriately taught, by persons having the requisite tact and talent for rendering scientific facts interesting to the pupils. Experience alone can best decide these questions and difficulties, and a fair experiment should be made.

These studies should receive full attention in the Normal Schools, and when this system shall have been developed, they will, no doubt, be placed in the rank to which they are entitled. A well-qualified instructor can make the illustrations drawn from nature invaluable to his general teachings, and draw frequent lessons from the phenomena of the natural world. The teachers of New York should, if possible, be furnished with the facilities required, they should enjoy the preparation necessary, and possess the art to use skilfully all the opportunities afforded. Thus developing and expanding the system to its utmost, it will bless the community with its immediate and ultimate fruits.

It is thought desirable that some plan should be adopted for obtaining a comparison of results, as well as an advance in the standard, and a general unfolding of the scheme of Public Instruction. Several modes of effecting this may be reduced to a trial. One of these may be, an Annual Exhibition, in which the best pupils from the several schools may take a part, and specimens of the compositions, penmanship, drawing, mechanical performances, and other productions of the scholars, shall be displayed—the standard of comparison being the time spent in the Public Schools. It is unquestionable that such an annual exposition of our Schools would do much to attract attention, and stimulate the zeal and industry of the pupils to a degree which would far more than repay the labor of its projection and details.

A Monthly Merit roll is also deemed to be a measure of much consequence. The Principals of the various Schools, including the Primaries, may be called upon to report monthly, the names of from three to five of those pupils who shall have earn-

ed distinction, from their general deportment and diligence during the month. These will be printed monthly and distributed to the Schools, and a copy presented to each of the pupils named in the roll. This would secure a distribution sufficiently extensive to produce the desired effect, without involving too much expense.

GRADES AND SALARIES OF TEACHERS.

Closely connected with the change in the course of the studies, and adopted at the same time, was a new basis for the grading of Teachers and their compensation. The plan adopted by the Board is set forth in the following By-Laws:

Grades of Teachers.

1. The teachers employed in the Schools shall be ranked as Principals, Vice-Principals, and 1st, 2nd, and 3rd Assistants, &c. There shall be four grades, known and designated as A, B, C, and D, and the certificates of qualification or licenses, to be given by the City Superintendent, shall always express the grade of the teacher, and the position for which he is qualified, and shall be in the following form:

I, A. B., City Superintendent of Schools in the city of New York, do hereby certify that C. D. has been duly examined, and found qualified in respect to learning, ability and moral character, to teach a Common School in said city, as —————; and is hereby licensed as a teacher of grade ———.

2. Without a certificate in such form, signed by the City Superintendent, no person shall be entitled to receive a salary as a teacher of a Common School in said city, after the twenty-fifth day of December next.

3. No teacher, except those of grade A, shall be employed as Principal or Vice-Principal in any Grammar School, or shall hereafter be appointed as Principal in any Primary School.

4. All teachers now employed in the Ward Schools, who have a full certificate or license to teach, whether from the State Superintendent, the City Superintendent, or the Inspectors of Common Schools, and all present or future graduates of the State Normal School, of the Normal Schools of the Board of Education, and of the Free Academy, shall be entitled to receive certificates of grade A, but no other persons shall receive certificates of grade A, except, on examination, they shall be found qualified for that grade; and no teacher shall be hereafter appointed or promoted, or receive an increase of salary in any Ward School, without possessing a license in the form aforesaid, expressing the grade for which such license is given. On or before the twenty-fifth day of December in each year, the City Superintendent shall report to the Board, a complete list of all the teachers in the Schools, with their grades and salaries.

Grades of Salaries.

1. The maximum rates of Salaries in the Grammar Schools shall be as follows; but the grades or salaries now adopted, shall not be operative so as to reduce the present salary of any teacher now holding office, before the first day of May, 1855 :

	Males.	Females.
For Principals,	\$1500	\$600
“ Vice-Principals, . .	1000	400
“ First Assistants, . .	600	300
“ Second Assistants, . .	400	250
“ Third Assistants, . .	250	150

2. In any Grammar School where the average attendance is not more than two hundred, the maximum salaries shall not exceed the following :

	Males.	Females.
For Principals,	\$1200	\$480
“ Vice-Principals, . .	800	320
“ First Assistants, . .	480	240
“ Second Assistants, . .	320	200
“ Third Assistants, . .	200	120

3. If the average attendance in any Grammar School is not more than one hundred, then the highest rates of salaries to be paid must not exceed one-half of the maximum allowed for the largest schools.

4. The salaries of Teachers in Primary Schools, shall not exceed the following :

For Principals,	\$480
“ Vice-Principals,	320
“ First Assistants,	240
“ Second Assistants,	200
“ Third Assistants,	120

5. If the average attendance in any Primary School does not exceed three hundred, the rates of Salaries shall not exceed the following :

For Principals,	\$350
“ Vice-Principals,	250
“ First Assistants,	200
“ Second Assistants,	150
“ Third Assistants,	100

6. If the attendance is not more than one hundred and fifty, then the salaries shall be as follows :

For Principals,	\$300
“ Vice-Principals,	200
“ First Assistants,	150

7. No salary shall be increased, except to commence on the first day of April or the first day of October next, after such increase of salary shall have been notified in writing to the Clerk of the Board of Education.

§ 5. The number of teachers to be employed in any School shall not exceed, in the Primary Schools, one for every fifty scholars ; nor in any Grammar School, the average of one for every forty Scholars—provided, however, that the number of teachers need not be reduced, unless on a diminished average attendance for at least six months, nor an additional one employed, without an average increase of at least one month. In no School, however, shall there be less than two teachers.

§ 6. On or before the first stated meeting of the Board in November in each year, the Committee on the Apportionment shall report to the Board, in writing, the amount that ought to be appropriated to each Ward for teachers' salaries during the then ensuing calendar year, and the Board, on the coming in of said report, shall proceed to determine and fix the amount to be so appropriated to each Ward for teachers' salaries, and notice of such appropriation shall be served on the School Officers of each Ward; and no more than one-fourth of the sum so appropriated to any Ward shall be paid for teachers' salaries in such Ward, during each quarter of said year, except on the special order of the Board of Education, upon the written application of the School Officers of the Ward, setting forth the reasons why a further allowance is deemed necessary.

CITY SUPERINTENDENCE.

The superintendence of Common Schools is a very important feature of the system. The interests of the schools, the teachers, the public, and of the system itself, alike demand intelligent and faithful supervision by one or more persons who shall devote special attention to the operations and improvement of the schools. Experience in every district where the plan of supervision has been adopted, has resulted in favor of its continuance, where efficiently carried into effect. In our own city this supervision over our schools has been constant, in more than one form, for many years.

The following are the sections of our school law which refer to the Superintendent, and define his duties :

Of the City Superintendent.

The City and Assistant Superintendents of Schools shall take and subscribe before the Clerk of the Board of Education, the oath of office prescribed by the Constitution of this State; shall each hold office for the term of two years, and until his successor is appointed, subject to removal by the Board, on complaint, for cause stated; shall respectively receive such compensation as the Board of Education may designate, which shall not be changed during the term of office of any incumbent; and

shall be subject to such rules and regulations as the Board of Education may establish. It shall be specially the duty of the City Superintendent :

1. To visit every school under the charge of the Board of Education as often as once in each year; to inquire into all matters relating to the government, course of instruction, books, studies, discipline and conduct of such schools, and the condition of the school-houses, and of the schools generally, and to advise and to counsel with the Trustees in relation to their duties, the proper studies, discipline, and conduct of the schools, the course of instruction to be pursued, and the books of elementary instruction to be used therein; and to examine, ascertain, and report to the Board of Education, whether the provisions of the Act in relation to religious sectarian teaching and books have been violated in any of the schools of the different wards of the city; and to make a monthly report to the Board of Education, stating which of the schools have been visited by him, and adding such comments in respect to the matters above specified, as he may consider necessary and advisable; and to transmit to the respective Boards of Ward Trustees, copies of so much of such reports as relates to schools under their management.

2. Under such general rules and regulations as the Board of Education may establish, to examine into the qualifications of persons proposed as teachers in any of the schools under the charge of the Board, and to grant certificates in the forms prescribed by the Board, to such of the persons so examined as may be entitled thereto; which certificates shall specify in which class of schools, and in what capacity the persons to whom any certificate is granted is qualified to teach, and shall be evidence in respect thereto; to re-examine, whenever the City Superintendent may deem necessary, any of the teachers employed in the schools under the charge of the Board; and to annul, for any cause satisfactory to the City Superintendent, any license or certificate of qualification, to teach in the schools of the city of New York; but such action shall not be taken by him until he has given at least ten days previous notice to the teacher and to

the Trustees of the ward in which he is employed, nor until the teacher has been allowed a hearing; nor shall such action disqualify the teacher, until a note of the decision of the City Superintendent, stating the name of the teacher and the time when the license or certificate was annulled, has been signed by the City Superintendent, filed in the office of the Clerk of the Board of Education, and served upon the teacher: Provided, however, that every such teacher shall have a right of appeal to the State Superintendent of Public Instruction, and, in case such appeal is taken by the teacher within ten days after the note of the decision is served upon him, he shall not be disqualified until the action of the City Superintendent has been confirmed by the State Superintendent of Public Instruction.

3. Generally, by all the means in his power, under the regulations of the Board of Education in respect thereto, to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interests of the schools committed to his charge.

§ 12. The City Superintendent shall be subject to such general rules and regulations as the State Superintendent of Public Instruction may prescribe; and appeals from his acts and decisions may be made to the Superintendent in the same manner, and with like effect, as in cases now provided by law, and he shall make annually, to the State Superintendent of Public Instruction, at such times as shall be appointed by him, a report in writing, containing the whole number of schools in the city and county, distinguishing the schools from which the necessary reports have been made to the Board of Education by the Commissioners, Inspectors, and Trustees of Common Schools, and containing a certified copy of the reports of the Board of Education to the clerk of the city and county, with such additional information as the State Superintendent of Public Instruction may require.

§ 13. It shall be the duty of the Board of Education, by general rules and regulations, to provide a proper classification of studies, scholars, and salaries, in such manner that, as near as practicable, the system of instruction pursued in the Common

Schools, and the salaries paid to teachers, shall be uniform throughout the city.

A city Superintendent was appointed, and continued to perform the duties of his office until the present year, when the demands of so large a field, with the number of schools to be visited, of which there are two hundred and sixty-two, the teachers to be examined, and the various incidental duties continually arising, impelled the Board to appoint two Assistant Superintendents. The labors of this department have accordingly been so arranged as to secure a division of the labor, and a more frequent and thorough visitation than could be given by only one officer.

In the month of June, HENRY S. RANDALL, Deputy State Superintendent of Common Schools, was appointed City Superintendent; JOSEPH McKEEN, late City Superintendent, and SAMUEL W. SETON, late agent of the Public School Society, were appointed Assistant Superintendents. To Mr. McKEEN the grammar schools have been specially assigned, and to Mr. SETON the primary schools and departments; while the Superintendent discharges the general duties of the office, as defined by the law. The Superintendent's Report will be found appended hereto.

The extensive field of operations covered by the schools of this city, requires a comprehensive system of superintendence. Circumstances have hitherto prevented this from becoming a prominent feature of our policy, from the fact that the schools were controlled by two different Central Boards, each of which were more or less delicate in trenching upon the province of the other. These obstacles have been removed, and the whole field is now entrusted to the care of this Board, which has felt the need of such supervision in many directions. The labors are necessarily arduous and complex, but the provisions made for their performance, it is believed, will meet the objects contemplated by the Board.

The adoption of a uniform course of studies, which will involve a greater uniformity than now exists, in the choice of text-books, will enable the Superintendent and his assistants to keep that intimate acquaintance with the teachers, the classes,

and the progress of the different schools, which is so essential to the carrying out of an efficient plan of supervision. Where the methods of instruction, the text-books, and the course of studies, the basis of classification, and the grades of instruction differ in the several wards, and even in schools in the same ward, it is an impossibility for any Superintendent, no matter how strong a corps of assistants may be united with him, to maintain that perfect acquaintance with the operations in detail, which he requires to ensure a mastery of the whole field.

While the Board will never delegate the power to prescribe rules and regulations to any single officer, the plan of superintendence covers the whole field in respect to a complete survey of the school buildings, the furniture, the apparatus, and class-books, the furnaces and ventilation, the fuel, and the general economy of the system. Every part of the machinery should be under the eye of the chief Superintendent, and derangements should be as easily detected and compensated for as deviations from the time-tables constructed and arranged for a railway. The business talent and enterprise required in one case, are also requisite in the other, and the most perfect development of the plan should be constantly aimed at by this Board and its officers of every class. There is no reason why New York should not present a model system, which shall be worthy of its vast resources and its proud position.

The duties of the Superintendent, as may be seen from the law, are numerous and responsible. They should be discharged independently of personal influences brought to bear, either by members of the Board of Education, the local officers, or the teachers themselves. It is a difficult, and oftentimes a very delicate thing, for an officer so situated to adhere to the conscientious discharge of his duty in a line of strict construction, yet where duties are so well defined, it requires only decision and prudence to obviate all causes of offence, and at the same time to maintain official integrity. Individuals desirous of appointment as teachers, or teachers seeking promotion in order to secure an increase of salary, are no less disposed to use the same kind of personal influences that are used in seeking preferments in other walks of life. The best verdict possible is sought, and the most charitable view is desired of real or appa-

rent deficiencies in mere literary knowledge, while the great requisite, ability to teach and discipline a class, is not fairly tested by the examiner. No such influences should be used at any time in reference to the selection and promotion of teachers. While a reasonable, and even a handsome income, is no more than a proper object of pursuit by teachers as well as others, the mercenary motive should not govern the teacher, while he holds eminence, excellence, and usefulness subordinate to this consideration. On the contrary, it will be found the almost universal rule—certainly universal among intelligent officers and supervisors—that those teachers who act from the higher motives of honoring their profession by a true and unselfish effort to make it a path of usefulness, will not only attain the highest honors, but the best reward. Selfishness is a blind principle, and often costs its possessor more than it brings. As a consequence, teachers will sometimes secure an immediate boon, but will fail of that solid and enduring character which they should enjoy. Promotions not based upon true merit are, at the best, very doubtful expedients, and have a tendency to increase superficiality, and hide weakness under an accidental covering. No more responsible and delicate duty comes within the sphere of the Superintendent than that of granting certificates. The rules adopted, after a full discussion, and the grades established, should be maintained, regardless of fear or favor, or the objects desired by the Board will be lost sight of, and sacrificed to a matter of personal expediency. For the honor and interests of all concerned, the standard must be kept up to its highest point, and patience and perseverance must characterize the efforts of our teachers to attain the positions they seek by the force of their own merit and evident qualifications.

CHARACTER AND QUALIFICATIONS OF TEACHERS.

The office of a teacher is of too high dignity and power to be entered upon as a profession without a corresponding appreciation of its nature on the part of those who expect to discharge its duties. Much is said of the character and qualifications of teachers, and though often said, can hardly be too often repeated, for the benefit of new candidates for this responsible

profession. A few practical thoughts and hints from returns of school committees in Massachusetts, are brief and forcible, and will serve an excellent purpose, if they are read by the proper parties.

The School Committee of Westborough remarks :—

“ A teacher should understand something of the minds and characters of children. Mental philosophy, it is true, is not a distinct branch to be taught in the schools, but it is the basis of all judicious and successful teaching in all the branches. It is a matter of fact that many teachers instruct as if the minds of their pupils, especially the younger portion of them, were made of the single faculty of memory. The words of a rule in arithmetic are to be committed to memory; while the judgment and reason, which should discern its meaning and relations, is left to sleep. And when the task is completed, it is parroted over to the teacher. They have no skill in awaking and calling into action the reasoning powers, or the better moral feelings of their pupils. They know too little of the human mind to lead it to apprehend the principles of the various branches of study; and, consequently, when difficulties occur to the pupil, their only resource is to lift him over them. They help the pupil through, or over, an example under a given rule, leaving the principle, which that rule involves, unexplained, and the difficulties, of course, unremoved. One would almost imagine they were aiming to do, with their pupils, as the angel did with Habakkuk, when he took him by the hair of his head, and transported him, in an instant, from Judea to Babylon. But, when the astonished pupil is thus transported, though it be from addition to cube root, or from etymology to the last line of the immortal “ Essay on Man,” he knows little of the process, by which he might reach these points again, without some angel’s help. A little knowledge of the human mind, as well as of the science taught, on the part of the teacher, would lead to a very different and a more happy result.

“ A little knowledge of human nature is essential to the education of the morals, and to the deportment of the pupils. For the want of it, many a child has had his spirit chafed, his temper soured, and injury done to his disposition, which no knowledge

acquired could compensate or atone for. It is one thing to govern a scholar, and quite another thing to lead that scholar to govern himself. It is one thing to subdue a child to right action by the rule, and another thing, by a little address, to lead him to choose that right action. The former educates his bad passions, making him impatient and malicious : the latter educates his better feelings in all that is lovely and of good report. The latter alone is education, in its only appropriate sense.

“A teacher should possess also a *high tone of moral sensibility*. Your Committee cannot so well express their meaning by any other phrase as this. They do not mean that he to whom you commit the education of your child should not be profane, or intemperate, or licentious. It is not enough that he be reputed moral, and be moral in his general deportment. He must be a pattern of whatever is pure and lovely and of good report ; and not less so in speech than in deportment. He should be a person of spotless mind, with a tone of moral sensibility which would blush at the thought of an impure or indelicate allusion. A single expression, which savors of indelicacy, from the lips of one entrusted with this high charge, may sap the foundation of all those principles of morality and virtue, which, with fondest anxiety, you have nurtured as the ornament and the hope of your child. Next to the parent, the teacher has, or ought to have, the confidence of the child ; for he is, for the time being, in *loco parentis*. What comes from his lips, therefore, they may repeat, and every allusion he may utter their imaginations may follow out. As you would not, then, for an egg give them a scorpion, nor for a fish a serpent, give them not, for wholesome instruction the seeds of impurity and death. Let the man or the woman to whom shall be entrusted the education of your children in the school-room be pure above the suspicion, above the thought of indelicacy.”

The School Committee of Rutland remarks :

“But while scholarship of a high order is indispensable, there are other traits of character not so striking, but as necessary to ensure success. The instructor should have a keen sense of propriety of conduct, a purity of morals, and a dignity of deportment, which ever command respect, and such as every parent

would wish his children to imitate. He should have a delicate consciousness of his responsibility and take a deep interest in the moral and religious culture of his pupils. He should act on the enlightened and enlarged view, that it is the harmonious education of all the faculties of body and mind that will bring man up to his destined rank in the scale of being. His heart must be in the work, and he must so bind the pupils to himself by kindness as to make them eager to meet him in the morning, and as to dispose them to part from him with reluctance at night, and as to make the school-room one of the most delightful spots on earth, so that in after life they will look back upon this interesting period with pure and pleasing associations. Such a teacher cannot fail so to manage his school as to make it resemble a lovely family, or a little well regulated republic. Let the teacher of the above qualifications be obtained, even at almost any price, and your money would be profitably expended, and more would be gained by your schools in one month than what they gain in three months by ordinary teachers."

The School Committee of Fall River remarks:

"One of the first things to which the Committee direct their attention in visiting a school, is its discipline. It is utterly in vain to hope for intellectual improvement amidst confusion. Where there is constant diversion of mind, all efforts to develop and strengthen its powers, will be futile. Again, the teacher has a given amount of time, talent and energy to be employed for the instruction of his pupils. Now, if the regulations of his school be such that he is obliged to employ three-fourths of his talents, nine-tenths of his time, and all his energy, in order to keep his scholars in subjection, it follows, of course, that but a small portion of his ability will be left for the purposes of instruction. True some have not the art of governing children which others possess; yet it is the business of the school-master to have this faculty; and if nature has not bestowed it upon him as fully as is desirable, he should assiduously cultivate it.

"If a teacher has not a power of good government, and cannot attain it by practice, he ought to abandon at once and for ever the profession of school keeping, and turn his attention to some useful employment for which he has taste and talents.

System in all the regulations of the school is absolutely necessary to successful government. Decision of character are some of the essential elements in the character of a good disciplinarian.

“The teacher’s influence should arise from reverence for his character rather than from fear of his authority. His bearing towards his pupils should ever be marked with the dignity of a superior, who knows his place, modified by the courteous familiarity of a friend who loves those whom he instructs.”

The Committee of the town of Methuen, remarks as follows :

“Touching the government of Schools your committee feel some delicacy about speaking. They believe teachers fail more here than in any other one point. Good order in School they approve as highly as any other person can, but they cannot approve of the means that are used to secure that order. They have noticed that in those Schools where the best order obtained, the mildest and kindest means were in use. The teacher respected his scholars, and made them respect themselves. And so far as they have been able to learn lessons of wisdom from experience, they have generally found that harsh and tyrannical measures were calculated to prevent rather than secure obedience. On the other hand, those measures which are conciliatory in their character, and which are calculated to win the affections, operate to lead scholars in the way of obedience ; to mould their hearts to love, from which obedience naturally flows.

“But before teachers can govern their Schools in this way, they must have learned to govern themselves, they must possess a thorough knowledge of themselves and their own powers, they must not be mere striplings, that have leaped into the preceptor’s chair for the sake of the honor it confers ; but men of moral, intellectual and physical culture, who will reflect honor upon the station they hold ; such men will not only be able to govern their Schools, but instruct them. They will be able to adapt their instructions to the capacity of the learners, and to make them understand what they seem to know. Instead thereof, we frequently have now those who engage in the business of teaching for the same reasons that others do in peddling, solely for the sake of the money. They have no love for the

employment, no sympathy for their scholars, no concentration of their minds upon the business."

The Committee of the town of Petersham remark:—

"It is much to be regretted that so many of both male and females, engage in School teaching, with no other apparent object, but to get a little money. They seemingly do not care for the progress of the immortal mind placed under their charge; if they can only keep the scholars and parents from complaining, they are satisfied. There is but one thought that absorbs the whole mind; it is not the amount of good they are doing to the rising generation, but the twenty or sixty dollars so tempting at the end of the term. They have a sufficient education to get a passport from the Committee. They enter their Schools as some persons do a workshop, to labor by the day, glad to see the sun go down, pleased when four o'clock comes. They count the hours, the days, the weeks, the months, and feel their duty well done if they are so fortunate as to get through, to the end of the term, without being turned out of their Schools.

"Scholars thus taught, or we should rather have said, lulled and stupified by a certain spiritless and tiresome routine of reading, spelling and reciting, just so many times a day, make but little progress. There is a great waste of time and money in such Schools. They are the sepulchres of intellect, where talents are buried. Such a merely mercenary spirit in school matters is lamentable. The money given them is nearly all thrown away. Our children might as well stay at home, for they learn little else than deception, mischief and laziness.

"The besetting sin in nearly all our Schools is idleness. To obviate this, we think that a task entirely within the capacity of the scholar, should be assigned him daily in all the studies he is pursuing, and he be required to accomplish it perfectly. The scholar can take no interest in lessons half learned, and without an interest in what he is learning he makes no improvement. Much depends on the life of the teacher; much on his manner and promptitude; much on the co-operation which parents can and should afford.

"There is a better spirit abroad. We have less of those indifferent teachers now than formerly; they are yet too many.

This evil has been too much encouraged by the people. The people can, if they will, remedy it, by giving better encouragement to good teachers ; to get a school-master or mistress merely, is one thing, it is an easy thing ; but to get a good one is more difficult.

“ Whenever you get a valuable teacher, one who loves to teach ; one who ‘is apt to teach,’ try to engage his or her service for another term, even if you have to pay him more. Good teachers can command good wages, and like every other class of persons, they will work where they are the best rewarded. We do not blame them for this.

“ A poor teacher will pull down and destroy as much good in three months, as a good one can build up in that time. There is much more than the money lost. It will take a long time to eradicate the wrong impressions which an ignorant master has left upon the pliant minds of his pupils. It has often taken a good instructor one whole term to bring his scholars back to right principles, from which they had been led during the preceding term, by a blind guide.

“ The failure is not always in scholarship, for some of the most learned scholars, make very indifferent teachers. It is more for the want of a familiar and pleasing mode of giving instruction. The art of governing and teaching a School well, is most important, few possess it ; the greatest difficulties existing in our Schools arise from a failure here. No matter how much a person knows, if he has no faculty of communicating that knowledge to others, he will be of but little service to a School ; his mind like a miser’s chest may be full of golden treasures, but who is the better for them ? They are locked up, and the key is lost.”

The School Committee of Charlestown say :—

“ Teachers should strive to be faithful in their calling. Their duties are daily becoming more responsible, their office more honorable, and the community are daily growing more watchful, lest their high trusts be betrayed. And, just in proportion to the magnitude of the trust, will be the guilt of unfaithfulness to its duties. It is right that it should be thus. The parent places under the charge of a teacher that which to him is dear as life ; should it be carelessly treated ? Should it be

suffered to imbibe feelings and prejudices, and opinions and principles injurious in its nature. The charge is, indeed, of no light moment, and the teacher who dares to trifle with it is unworthy the place he fills, and should forever renounce his calling. On the contrary, the high importance of his labors should rise before him in every act of his school duties. He is to exercise an influence, for good or for evil, on all those placed under his charge, and this influence may go forth from his words, his opinions or his manners, when he little thinks of their consequences. Hence, he should always, during school hours, in speech and action, set before his pupils an example worthy to be imitated.

“And the teacher should ever bear in mind, that to be faithful, something more is necessary than hearing lessons and enforcing forms of school discipline. When he stops here, he stops far short of his duty. Too much attention has heretofore been paid to mechanical recitations—to the mere cultivation of the memory. Ideas, principles, opinions, thus passing through the mind, can afford it but little effective nourishment. They must be worked over again by the pupil, put into new shape, and expressed in his own language, ere they can accomplish their valuable purpose. Hence, a great object should be to encourage the pupil in a confidence in his own powers; to make him feel that he has something within him which can think, and determine, and accomplish; to kindle a desire for progress in knowledge, and to induce him to value highly the results he can attain by careful study and unremitting perseverance. ‘Rhetoric,’ or ‘Composition,’ is one of the means whereby this may be promoted; requiring the scholars, in the higher classes, to give the answers in their own language, in their recitations of geography, of history and philosophy, is another; conversation is another; encouraging a taste for reading, another. Every laudable attempt of the scholar to think, to reason, to investigate for himself, should be favorably regarded. Here, at times a voice of encouragement, or a smile of kindness, will do more to help the youthful mind onward than a thousand harsh words, or harsher blows. And never, on any occasion, should the withering blast of satire or ridicule be applied to first efforts; could facts be known, many would own that

they imbibed an aversion to public speaking, or distaste of composition, from a careless or hasty word bestowed on an early performance.

“To secure permanent instruction of the right kind, it is believed that a higher rate of compensation should generally be afforded to those who are adapted and qualified, and will be faithful to impart such instruction. What encouragement is held out to induce individuals who possess eminent ability and talents, to engage and continue in the important and vastly responsible employment of school teaching? It may be answered, that philanthropy should incite them to this work, but can it rationally be expected, that they should care more for the improvement of the children of others, than the parents themselves of these children care for their improvement? None but good teachers should be employed, and such should be retained and be well paid for their services. It will in the end be found to be the cheapest; your children will reap the benefit. When this state of things shall take place, teaching will become a professional business, and will engage the minds and talents of individuals who are now called upon to fill stations which are much more lucrative, but far less useful, than *the high and honorable employment of instructing the minds of the young*. For want of this, multitudes of youth grow up to manhood, and then, through the mistake, irretrievably made in their education, they fail to possess that discriminating and keen insight into men and things, and to wield that influence in the community by their mental power, which they might have done, had they received the requisite training at the proper season of life.”

FREE ACADEMY.

THE NEW YORK FREE ACADEMY is a legitimate and almost inevitable development of the system of popular instruction, so liberally endowed by the State, and so amply provided for by the city whose name it bears. The interests of the body politic, viewed from an enlightened stand-point, in its public as well as in its less extended relations, demand some liberal scheme of instruction by which the children of the masses may enjoy the privileges and advantages of at least a good English education. The circumstances of many are such, that they would be pre-

cluded from receiving any instruction whatever of a literary character, were the chances left to the ability or the disposition of parents or guardians. The question accordingly becomes one of vast importance to the State, whether some system of popular instruction shall be established and maintained at the public charge, or whether the children of tens of thousands of parents shall be left to the improbabilities of their circumstances. To overlook and to neglect the education of the youth of a State is to give them as a pledge to ignorance, and to assign them to thriftlessness, poverty and crime. The economy of providing an education for the young, as a simple safeguard against social disasters and public burdens, is so apparent that it needs no illustration.

The founders of the School system of the city of New York, acted early in obedience to the teachings of such a policy, and half a century since a society of benevolent men was incorporated by the Legislature of the State, under the title of the Free School Society of New York. Under the control of that institution nearly one hundred schools were organized at various times, all of which were conducted with great economy and prudence, yet with an enlightened liberality fully up to the means placed at its disposal by the City Treasury.

About the year 1840 a desire for some alteration in the Common School system was expressed by some of the people of the city, and after an earnest discussion of two years an act was passed by the Legislature, by which the Board of Education was created, and in compliance with which act the Commissioners were elected and entered upon the duties of their office.

Only a few years had transpired before it became apparent to many, that a very important advance in the standard of popular education was not only expedient, but demanded by the wants of the city, at that time numbering half a million of inhabitants. This advance, it was believed, would be obtained by the endowment of an institution which should afford to the people the opportunities and advantages of a thorough collegiate course in all the branches which give dignity and power to a high school or college of the first rank.

On the 27th July, 1846, Mr. TOWNSEND HARRIS, one of the Commissioners, offered a resolution in the Board of Education,

upon the adoption of which a committee was appointed to report upon the expediency of establishing such an institution. After a deliberation of six months, on the 20th of January, 1847, a report from the committee was submitted urging the importance of the proposed High School upon the attention of the Board. On February 10th, following, the report was considered, and a committee appointed to memorialize the Legislature to procure the passage of a law authorizing the Board of Education to found and organize the New York Free Academy. On the 7th of May, in the same year, the Legislature of the State passed the act under the provisions of which the institution was established, with a clause providing that the question of adoption should be submitted to the people at the next ensuing election of school officers, to be held in June. The question was so submitted, and the result of the vote was a majority of 15,995 in its favor, the vote being 19,404 in the affirmative, and 3,409 in the negative. On the rendition of this enormous popular verdict, the Board proceeded to procure the plans of distinguished architects, and before the close of November of that year, the ground was broken for the new institution.

The lot upon which the building stands extends 200 feet on Twenty-third street, and $122\frac{1}{2}$ feet on Lexington avenue, and was purchased for \$25,000. The edifice is 125 feet by 80, and consists, exclusive of the basement and great hall, on the upper floor, of three spacious stories, which are intersected at right angles by two wide passages through the middle of the building. It was constructed with a view to the accommodation of one thousand students. The entire cost of the building was a little less than \$50,000.

On the 15th of January, 1849, the institution was opened for the examination of candidates for admission, and on January 27th, the formal dedication ceremonies and inauguration of the Principal and Faculty took place, and the active duties of instruction were commenced on the 5th of the following month.

As the Academy depended upon a class of students assembled for the first time from many different schools in the city, whose qualifications and scholarship were to be fully tested, and the number of candidates having been a matter of doubt, a thorough examination was not at first attempted. Considera-

tions of the highest importance in regard to the range of studies, the wants of the Institution, and the necessity of some experience in the particular sphere which the Free Academy was designed to fill, furnished additional reasons for this delay in the permanent organization of the Institution. The Academy, however, after the fullest and most mature deliberation, was organized as already stated, and the following named gentlemen entered upon their several duties:

HORACE WEBSTER, LL. D., Principal.

EDWARD C. ROSS, Professor of Mathematics and Natural Philosophy.

GERARDUS B. DOCHARTY, Assistant Professor of Mathematics and Natural Philosophy.

THEODORE IRVING, Professor of History and Belles Lettres.

JOHN J. OWEN, D. D., Professor of Ancient Languages and Literature.

OLIVER W. GIBBS, Professor of Chemistry and Physics.

JEAN ROEMER, Professor of French Language and Literature.

AUGUSTIN J. MORALES, Professor of Spanish Language and Literature.

THEODOR GUSTAV GLAUBENSKLEE, Professor of German Language and Literature.

PAUL P. DUGGAN, Professor of Drawing.

Thus originated and commenced the Free Academy—the first institution in the State of New York which was specially designed to afford to the poorest as well as the wealthiest citizen the benefits of a thorough collegiate course of studies, without any cost whatever to the student. The liberality and noble policy of its founders, and of the Legislature of the State, have not by its history so far been made a matter of question, but the institution continually extends its influence and wins new friends by its career.

The qualifications for admission to the Academy are as follows: No student can be admitted unless he reside in the city of New York, be thirteen years of age, shall have attended the Common Schools twelve months, and shall pass a good examination in Spelling, Reading, Writing, English Grammar, Geogra-

phy, Arithmetic, Elementary Book-keeping, History of the United States, and Algebra, to Simple Equations inclusive.

There are two examinations for the admission of students during the year, one in the month of February and the second in July. There are also two examinations for the advancement of students, which occupy about two weeks, just preceding the examinations for admission. These are both oral and written, the written papers being answers to questions proposed by the professors, and which are placed in the hands of the students only on the morning of the day upon which the examinations in the respective subjects are to take place.

A few weeks previous to the time for the examination of candidates for admission, a circular is addressed by the President of the Faculty to the Principals of the various ward schools, notifying them thereof, and enclosing blank certificates in the following form, to be filled by the teacher :

I certify that _____, now residing at
 No. _____ street, in the city of New York,
 aged _____ years, on the _____ day of _____, 18 _____, has
 been a pupil in _____ School No. _____ for
 from _____ A. D. 18 _____ to 18 _____
 Of this time the pupil was _____ in the Primary Department.
 Dated the _____ day of _____
 _____ Principal.

Appended to the above is a certificate to be signed by the parent or guardian, as follows :

I hereby certify that the age of _____ as given
 in the foregoing certificate is correct.

 Parent or Guardian.

The candidate thus endorsed presents himself before the Principal of the Academy, who directs the Registrar to make an accurate entry of the various facts, which are recorded in the respective journals, on the completion of which the student is furnished with a printed card, containing the following directions :

1. Throughout the examination you will be known only by the number on the opposite side of this card.
2. Do not write your name upon any of your exercises. Every exercise so marked will be rejected.
3. Write your number conspicuously at the top of every exercise.
4. Avoid all talking or communicating with other candidates, either at your seat, or while passing in and out.
5. Bring no book of any kind to the Examination.
6. Be careful not to lose this card, which will be called for at the close of the Examination.

The reverse is blank, affording space for the entry of the subjects in which the student is examined. The number by which his name is registered is written upon this card—the name, school from which he came, and parentage, being altogether unknown to the professors. This serves to prevent names or personal influences from affecting the decision of the examiners in regard to the merits of candidates, and the record is made of a number in a scale of ten, which indicates the merit of the pupil. Ten is the maximum, and should the required number not be reached, on a comparison of results in the various departments, the candidate is marked deficient, and his application is rejected.

The student having passed his examination, enters upon his course of studies, which is to be, in every respect, absolutely free. There is no charge of any kind. All the supplies are furnished by the Institution—lexicons and text-books, even to the slate pencils, paper for literary exercises, crayons, penholders, drawing materials and mathematical instruments. The Academy furnishes the means, and requires only that the student shall furnish the industry, the talent, and the ambition to use them to the best possible advantage.

There is a well-selected chemical and philosophical apparatus from the best European and American establishments, and additions are constantly made to these departments. The Library now numbers about four thousand volumes, including many of the most valuable literary and scientific works in English, French, German, Spanish, Latin and Greek. Additions are

made to the Library from the annual appropriations out of the Literature Fund of the State, amounting at the present time to about \$1,000 per annum.

The Drawing School, which furnishes instruction in the Fine Arts and in every department of mechanical and practical drawing and descriptive geometry, is furnished with a rich supply of the finest casts of the Ecole des Beaux Arts, and also casts of many of the Elgin marbles, secured especially for the Academy.

The department of Natural History, which is but in its infancy of effort, is supplied with a fine cabinet of minerals, shells, skeletons, &c., to which contributions and additions are made from time to time, and which will eventually become a valuable repository of specimens in this department.

In order to advance the interests of the Institution, and to stimulate the students to greater effort in their career, several citizens have donated funds for the presentation of medals at the annual examinations. In 1849, DUNCAN C. PELL placed in the hands of Trustees \$500, to be invested, and the income applied annually, forever, to procure a gold medal, to be awarded to the student who shall have made the greatest proficiency in his general studies.

In 1850, EDWIN BURR created a similar trust for a gold medal, to be awarded to the best mathematician.

In 1850, CHARLES T. CROMWELL created a similar trust for a gold medal, to be awarded to the best scholar in History and Belles-Lettres.

In 1853, AUGUSTUS H. WARD created a similar trust for the presentation of twenty bronze medals, to be awarded to the student who shall have made the most proficiency in the following named subjects: Chemistry, Natural History, Natural Philosophy, Moral Philosophy, Law, English, Latin, Greek, French, Spanish, German, Oratory, Composition, Logic, Geography, History, Drawing, Algebra and Geometry, Engineering, and Hygiene.

The Board of Education is authorized to confer degrees upon the graduates of the Free Academy, and in order to preserve the distinction between the full classical and the modern course,

the degree of Bachelor of Arts is conferred upon the graduates in the department of Ancient Languages, and that of Bachelor of Sciences upon those who have completed the course of Modern Languages, and General Science and Literature.

The union of the Infant School and the College is completed by the Free Academy. Comprehending these under one grand system of popular education, the little child may step from the nursery to the school-room, and, advancing step by step, he may make those attainments in literary and scientific studies which will prepare him for the University, or for entering upon a professional career. The Academy is the completion of the system of instruction, the measure of a munificent provision for pupils of whatever class, who desire to enjoy the benefits of even a partial course of classical and scientific studies.

The value of the Free Academy is not to be judged by the number of those who spend two or three years within its walls, or even by the number of those who complete the course and graduate. While this is a prominent consideration in any question concerning its operations, its result, and its advantages, there is one which affects a far greater number than can be assembled within its class rooms. The influence of the institution in elevating the standard of attainment in a city which is rapidly reaching a population of a million of inhabitants, cannot be measured. The examination through which the Common School pupils must pass to entitle them to a place in the Academy, establishes not only a higher standard than previously existed, but it demands a more perfect acquaintance with, and proficiency in the study themselves. To secure admission to the Academy is consequently an aim in the minds of all who can afford to devote the time to a superior course of scientific and literary culture. It awakens the ambition of the pupils in the schools. It stimulates them to greater exertions. It incites to more diligent and critical acquisition, and nerves to a bolder struggle. This ambition exercises a permanent influence on the character of thousands to a greater or less extent, and hence even in those cases where only a partial course is enjoyed, the results are great and lasting.

But this spirit of emulation is also shared by the teachers. There is an honorable rivalry among them, as to which school

shall send the largest number of candidates, and of those who shall pass a good examination. This spirit does not exist to the extent which is desirable, but it exerts a great influence in some of the schools. The teachers in these schools set before their pupils the opportunities and privileges freely offered to them, and by careful training and preparatory labors, they send to the examiners a fine body of candidates every year. As soon as these have entered the Academy, a new promotion of pupils throws into the highest class a new group of learners, all training with special reference to their eligibility as students in the Academy. In such schools the purpose of the institution is best developed. It is not merely to afford the advantages of the College to a few, but to distribute, reflexively and positively, its influence for the elevation of the grade of instruction and attainment throughout our schools.

The expense of such an addition to our system of Common School instruction is trifling, compared with the advantages which may be reaped from it, and the Board have no hesitancy in commending the Free Academy to the friendship and cordial support of their successors in office, and to the large body of diligent teachers who have the immediate and responsible task of carrying out the policy of the Board.

The following are the By-Laws of the Board relative to the division of the classes in the Academy, and the labor of the Professors and Tutors :

“ 18. At the beginning of each term the students in each full course of the Introductory Class shall be divided into sections of about twenty five—of the Freshman class of about thirty—and of the other classes of about forty students, for the purpose of recitation. Each student shall have three recitations or lectures each day, besides drawing, and also an exercise in Declamation and Composition about once a month. The recitations and lectures shall be so arranged in alternation with the hours of study, that the Professors, while not occupied with giving instruction, may visit the recitation rooms of the tutors in their respective departments, (which it shall be their duty to do,) to observe the manner in which instruction is given, and to become acquainted with the students, their progress and attain-

ments. The Professor of Moral, Intellectual and Political Philosophy, shall give at least one lecture or hear one recitation each day; the Professor of Chemistry two, and all the other members of the Faculty, whose whole time is devoted to the Institution, and the tutors, four. The studies of cognate departments shall be so distributed among the Professors and Tutors therein, as to give each full employment. If any instructor shall be absent from his post, the Principal shall direct another to take his place for the time being."

"20. The duty of superintending the students in the study rooms, shall be performed by all the Instructors except the Principal and those who are on duty only for a part of the day. They shall perform the same in regular rotation, and it shall be the duty of such of them as are members of the Faculty, when not engaged in instruction, occasionally to pass through the study rooms and halls each day, and to report to the Principal any irregulaties or violations of good order which may come under their notice."

The programme on the following page is the scheme of recitations for the Term, commencing on September 7th, 1854.

For full details of the operations of the Academy during the past year, reference is made to the Report of the Executive Committee on the Free Academy, which accompanies this Report. That Committee for the year 1854, is composed of the following gentlemen :

EDWARD L. BEADLE, *Chairman.*

ERASTUS C. BENEDICT,
PETER COOPER,
JAMES F. DEPEYSTER,

JOHN W. C. LEVERIDGE,
ABRAHAM D. WILSON,
AUGUSTUS MORAND,

FREE ACADEMY FOR GIRLS.

Intimately connected with a review of the history of the existing Free Academy, and suggested naturally by its success, is the question which is pressing every year more urgently upon the attention of the friends of popular education, in regard to the early organization of an Academy for Females. All the

PROGRAMME OF RECITATIONS IN THE FREE ACADEMY,

For the Term commencing September 7, 1854, as arranged by the Principal.

OFFICERS.	Recitation Rooms.	Monday.						Tuesday.						Wednesday.						Thursday.						Friday.						No. of Recitations
		9	10	11	12	1	2	9	10	11	12	1	2	9	10	11	12	1	2	9	10	11	12	1	2	9	10	11	12	1	2	
		Sr	Sr	Sr2	Sr2	Sr	Sr	Il-9	J1	Sr1	Sr1	Sr1	Sr1	J2	J1	Sr2	Sr2	Sr2	Sr2	J2	J1	Sr	Sr	Sr	Sr	J1	J1	J1	J1	J1	J1	
Dr. Webster.....	5																															5
Prof. Owen.....	22	Sr	Sr	Sr2	Sr2	Sr	Sr	Il-9	J1	Sr1	Sr1	Sr1	Sr1	J2	J1	Sr2	Sr2	Sr2	Sr2	J2	J1	Sr	Sr	Sr	Sr	J1	J1	J1	J1	J1	J1	17
" Gibbs.....	27	Sr	Sr	Sr2	Sr2	Sr	Sr																									6
" Doeharty.....	25	Sr	Sr	Sr2	Sr2	Sr	Sr																									6
" Nichols.....	5	J1	J1	J2	J2	J1	J1																									14
" Benedict.....	13	J1	J1	J2	J2	J1	J1																									15
" Anthon.....	10	S2	S1	J1,2	J1,2	Sr1	Sr1																									14
" Barton.....	82	S2	S1	J1,2	J1,2	Sr1	Sr1																									12
" Duggan.....	19	S2	S1	J1,2	J1,2	Sr1	Sr1																									10
" Rogers.....	6	J2	J1	J2	J2	Sr1	Sr1																									8
" Morales.....	16	J2	J1	J2	J2	Sr1	Sr1																									10
" Glaubensklee.....	4	Sr	Sr	J2	J2	Sr1	Sr1																									16
" Doremus.....	7	Il-9	Il-9	Il-9	Il-9	Il-9	Il-9																									6
" Koerner.....	19	F3	F1	F2	F2	F1	F1																									5
Tutor Hunniman.....	26	F3	F1	F2	F2	F1	F1																									9
" Palmer.....	8	J2	J1	J2	J2	J1	J1																									15
" Silber.....	20	J2	J1	J2	J2	J1	J1																									17
" Sheldon.....	4	J2	J1	J2	J2	J1	J1																									20
" Blenkiron.....	28	J2	J1	J2	J2	J1	J1																									17
" Campion.....	30	J2	J1	J2	J2	J1	J1																									20
" Hardy.....	18	F1	F1	F2	F2	F1	F1																									14
" Mudry.....	16	F1	F1	F2	F2	F1	F1																									11

** In the above programme, the abbreviations of the names of the Classes are as follows: Sr, for Senior; J, for Junior; S, for Sophomore; F, for Freshman; I, for Introductory. There being only nine sections in the Introductory Class, the capital letter I must not be read for the figure 1.

reasons which can be urged with any force whatever in favor of an elevated course of study and mental training for the male sex, applies with equal force in behalf of the same degree of attainment for females.

Perhaps it is hardly exceeding the truth to say that in some respects the argument is strengthened in behalf of the female, as all the elements of character to be made available and useful for the well-being of society, are as necessary in the sphere of woman as in that of the man. The much vexed question of the present time, as to what is woman's sphere, is not very difficult of solution, viewed in the light of history, and the adaptedness of the female constitution, moral and physical. The revolutionists who would claim a place for woman at the bar, or in the forum or the pulpit, or would seek for them a position as railroad conductors or captains of steamboats, mistake that part of the female character which delights in the social developments of her nature, and is repelled from the violent enterprises of muscular effort. Where circumstances oblige woman to seek her own means of subsistence, and she is forced into the busy walks of life, she has always preferred those employments which are adapted to her physical and mental ability. To assert the perfect equality of the male and female in all respects, is simply an absurdity. They who hold that woman's sphere is not that of the man, do not disparage or degrade the woman; they simply maintain the law that has been written, not only in the experience of the past, but in the constitution of the sexes. Equality in some things, and superiority in others, belong to each sex. While, therefore, an equality of mental culture is not urged, because it is hoped to elect Senators or Governors, or Members of Congress, from the gentler sex, it is urged because of its invaluable influence upon society.

If education be given to woman, it will be less frequently perverted than when bestowed upon man. In the case of the educated man, as the term is usually understood, thousands make a failure of life for the want of that practical character which gives stability to purpose and success to effort. Thousands are inspired by selfishness and ambition, which lead them often to sacrifice the good of others to their own aggrandizement. But this will hardly be the case in one woman where

there are a hundred such men. Hence the value of the investment becomes the greater, in proportion as the certainty of good result is increased.

It will not be denied that education alone is insufficient to make the individual a valuable member of society. The highly polished and keen-edged blade is only the more dangerous in the hands of the skillful swordsman, and education may be made only a weapon for use by the most deadly foe to society. In the case of the woman, solid education is sought by those who have an earnestness of moral purpose to do good and not evil—to exert a healthy influence upon their fellows, and to fit themselves for stations where they may be ornaments of society. Reference is made here, not to the superficial and fashionable education of many of our Schools, but to that education which is and ought to be the object of the *AMERICAN WOMAN*—a sound, practical training, eminently adapted to fit her for exerting a high and salutary influence wherever her lot may be cast.

To such an education the daughters of New York are entitled, if it can be furnished. There is no reason why the mental or moral power of woman should be left dormant for the want of a true intellectual culture, and there is little ground to apprehend that, should it be granted, it will ever be perverted or abused to an extent at all comparable to the elevating influences which will flow from it. All the considerations which impel us to desire a high standard of excellence for our sons, should lead us to desire the same standard for our daughters. The superficial character of thousands would be dignified by a deeper tone, the levity and weakness of tens of thousands would in a measure be corrected by the influence of woman properly educated in the higher branches. In the family and the social circle, in public and in private, the influence of such women would be untold. Simply as an element of character, to give force and impress to the efforts of the female sex, our system should afford such a blessing to our daughters.

Large numbers of young men receive a partial or complete course in the higher seminaries of learning, and then go out into business pursuits, where the cares of their daily duties override the less urgent demands of literary culture. There are very

few cases where a taste for the acquisition of knowledge is continued by business men into their after years. They have been, as they think, sufficiently trained to meet all the demands which may be made upon them in the strife for position, respectability, and competence, and the value of renewed and increasing stores of mental wealth and endowment, is subjected to the appeals of pecuniary gains. Thus, while the education they have received has become more or less assimilated, it is nevertheless scarcely an active feature of the means of usefulness they possess in society. It has become nearly a dead letter, for the disuse of text-books and authorities, and the neglect to maintain a course of constant reading, soon makes the once capable student a rusty and very imperfect scholar. This need not, and will not, be the case in regard to education bestowed upon women. Their social position, the attention which they must bestow upon their children, serves to keep up the interest and freshness of their own acquisitions, and consequently the cultivated and enlightened woman will ever be an active agent of good.

There is one difficulty which must ever exist in regard to the education of boys and young men, at least, it will exist until the importance of knowledge to persons in every sphere of labor shall have been thoroughly impressed upon the minds of our youth generally: it is, the disinclination to pursue the upper branches of study because they do not intend or expect to pursue a professional career. Thousands who have the opportunity, and could enjoy all the desirable privileges of the Free Academy, as well as other institutions of a similar character, refuse to undertake the labor of classical or mathematical studies, because they do not expect to become professors, lawyers, doctors, or clergymen. They have not learned, and seem to be unconscious, that the higher their attainments and mental resources, the better qualified they will be to assume a responsible position in business. Whatever be the calling by which a man seeks subsistence for himself and his family, a selfish ignorance of almost all that is valuable in science or letters, is surely a poor qualification for success or advancement. How a corrective can be applied to remove the consequence of this prejudice, and to inspire a higher view of duty and self-interest in the minds of the young, the Board are not prepared to decide. That it rests

largely with every diligent instructor, who feels the dignity and far-reaching influence of his labors, must be, however, obvious to every mind.

So far as providing a higher education for females is concerned, the latter difficulty does not exist to so great an extent. While many would reap the benefits of the Free Academy simply for the good they would derive from them, a large portion would enter for the purpose of becoming fully qualified to act as teachers in private or common schools, either in our own city or elsewhere, or would make some favorite branch of study or art, most congenial to their tastes, the particular object of their labors. As an inevitable consequence, they would not only enter, but would remain and complete the course, in order that they might be entitled to the diploma which would be a passport to success, and a certificate of their qualifications. The stimulant thus placed before them, and the high purpose of devoting themselves to the profession of teaching, would unite to keep in perpetuity a large body of young women, looking forward to the responsible duties of the school-room.

Here the argument for a Free Academy for females rests upon what is conceived to be its broadest and deepest basis. It underlies and reaches far above all the minor quibbles and objections growing out of woman's rights or the sphere most fitting for them. If education and the diffusion of knowledge is of any value to human society, it is rendered immeasurably valuable by its widest distribution. But knowledge can never be diffused so as to be productive of its best results unless women are made participants therein. It may even be said that the claims of the popular interest are stronger for an Academy for young ladies than for the Institution at present existing for the pupils of our male schools.

This consideration will be rendered the more forcible when we draw a comparison of the relative opportunities afforded to females in remunerative employments. Clerkships and engagements at the lighter branches of trade, particularly in all that appertains to the wants of females, the book-binding and the printing-office press-room, needle-work in its manifold demands, and teaching, are the sum of business opportunities open to woman. But there are a thousand opportunities which the boy

and the man may embrace, and therein develop the character, the resources and the energy of an enterprising member of our busy community. Boys and young men are easily persuaded to forego the pleasures of a full course of education, in order to enter upon that career of business which opens to them. Our male graduating classes are therefore small, while those of the Free Academy for females will be large, and command the admiration and respect of the city and the whole country.

A comparison has been drawn between the N. Y. Free Academy and the proposed institution for young ladies. There need be no hesitation to make another. One of the arguments in behalf of the Free Academy is, that it has a reflex influence upon the general standard of study and attainment in the schools. This influence would operate to a far greater extent in the schools for females than in those for males. The prospect of becoming teachers will have an incalculable influence upon hundreds, in exciting their ambition and industry, and the example and power of these hundreds will be felt by the thousands with whom they are to mingle in daily exercises. While boys entertain a distaste for the languages and the mathematics, because they see no relation between a cultivated mind and the life of a business man, the girl will see an immediate and inseparable relation between these same acquisitions and her means of honorable and useful subsistence. The impulse which will thus be given to the efforts to elevate the female character will be invaluable.

The indolent mentality of some masculine drone may here object, that it will not answer any good purpose to have a better educated class of women than of men. Why not? If the husband and father be absorbed in business, why should not the mother be an intelligent and competent instructor of her children? Because the man ridicules the idea of a union of literary culture and business pursuits in the same person, shall his family be left to the hands of strangers? Such objectors forget that the education required for the mothers of American children is not a mere smattering of affected inutilities, but a broad and intelligent acquaintance with the practical and earnest affairs of human interest. Such an education, while it would refine, enlarge and inform the mind, would also teach the true relationship and dignity of the woman and the mother.

Out of this arises another consideration—the influence which such a body of intelligent women would have upon the other sex. The tendency would be to relieve the hours of domestic repose from business, not with light and frivolous entertainments and gentle dissipations, but with a social intercourse elevated far above that which is too common in society. There would be a graver and grander tone to the social sentiment and utterance, and men would feel the power of such a domestic life, breaking down the rougher angles, and softening the sharper conflicts of the business world.

But reverses often come upon men. Fortune is not always constant; and when she frowns, the adventurer not prepared for such a change, falls and struggles long—often in vain—to recover the departed favors. The mother is often left with a family dependent upon her for support. A cultivated mind and a noble heart, both prepared to meet the encounter of either calamity, is ready to cheer her desponding partner or her bereaved children, with the consolations and hopes of a better day. With a self-reliance and resources equal to the task, fitted either for the counting-room or the class-room, thousands may yet bless the existence of such an institution for the education of females. The development and moulding of character by such means, should not be overlooked, in advocating this new member of our educational circle.

The character of the education afforded in this Institution should be different in some respects from that of any of which the Committee have accurate knowledge. It should afford the most ample facilities, and the highest instruction in music, drawing, painting, designing, and book-keeping, as well as in the usual literary branches, in order that the taste and resources of the pupils should be fairly developed. Music would be indispensable, because our Schools require that this refining exercise should be systematically adopted. Book-keeping, both as a qualification for the teacher's office, and as a means of support for those who should prefer it; and so of the other branches named.

This topic has been thus fully urged because of its commanding importance, and is committed to our successors in office, confident that the verdict will be in favor of affording the

opportunity of a liberal education to the pupils of our female Grammar Schools.

NORMAL SCHOOLS.

The Board, by a resolution recently adopted, has expressed its conviction that a Normal School for the careful and special training of teachers, is imperatively demanded by the necessities of the case. This resolution was adopted after a long and careful consideration of the subject, as it has in various forms been offered to the attention of the Board. The insufficiency of the School now existing under that name, must be manifest to any person at all acquainted with the operations of the system, and the large demand for teachers who are required to supply our wants. The limited number of hours afforded to the pupils to enjoy the advantages of their classes, makes any advance difficult, if not impossible, while it entirely deprives them of that kind of instruction which forms the distinguishing feature of the Normal School system.

Without a properly qualified corps of teachers, our Schools must be weakened, and their influence measurably destroyed. We cannot expect to find male teachers who will fill the various positions in our Schools. There has always been a deficiency in the number of well qualified teachers. Men of the proper stamp of character, who have the business fitness for a really successful teacher, seem indisposed to submit to the cares and vexations of a school-room, while the same mental activity and effort expended in business would give them an ultimate if not speedy competency. Such men are never or rarely led to content themselves with the salaries of subordinate positions. All the teachers in a school cannot be principals, nor receive the salaries of principals. There must then be grading lines drawn, and as we cannot expect to fill all our appointments with the most efficient men, we are driven to seek supply from among our female pupils.

The education afforded by our Grammar Schools, although creditable, is not sufficient for all the purposes demanded by our teachers. Pupils passing from our upper classes may serve an available purpose in the younger classes of our Primary, and

perhaps in the lowest classes of our Grammar Schools. But they cannot hope to attain, except by persevering and long-continued industry, an honorable position as teachers of the first or second rank. Females have a variety of domestic duties to perform, which draw, with urgent demands, upon their home hours. The office of a Normal School, valuable though it be, restricted to a few hours on Saturday, or during the week, must always be limited in its results. But a Normal School, which shall be organized on a broad and liberal basis, and cover a wide field of literary and scientific investigation, will ensure the Schools of New York against any evils arising from a want of competent instructors.

In a short time at least one thousand female teachers will be employed in the Schools of our great metropolis. If we take the average teaching period of females at five years, there will be required a supply of two hundred annually. A well organized and efficient Normal School for females will afford this number of graduates, who will regard the receipt of their diploma as a passport to immediate occupancy of the long desired post.

In this responsible sphere of usefulness woman claims, and with propriety holds, a prominent position. There is something in the employment of the teacher which makes it a drudgery in the eyes of many young men. Their temperament, their mental constitution, and their moral impress is not of that order which fits them to endure the disciplinarian perplexities of the school-room. Points of weakness in the character of teachers are quickly detected by the pupils, and they are as quickly exhibited by the instructor, unless he be on a watchful guard of his every word and act. This self-control is of course a sign of strength, and he who maintains his position when surrounded by the frequent temptations of the school-room, has achieved his triumph. But all men are not so constituted, and though well qualified as regards their literary attainments, they are apt to become wearied, disaffected, and repelled from the profession. The female teacher, however, goes into the school-room with a natural fitness, both mental and moral, which adapt her to control the tempers and the affections of the young. The levity and rudeness which would delight in a

school-boy triumph over the master, is disarmed and subdued by the presence of the female teacher, while the gentleness and quietness of the other sex wins the homage of kind and respectful deportment and attention.

It is in this sphere, where the power of the domestic affections calls so constantly upon the sympathies of both teachers and taught, that the female is so well adapted to labor, and to distribute her influence. In the school-room, distilling the gentlest and most valuable influences over thousands of minds, leaving valuable impressions upon the young hearts of those who are to take their active part in the strife on the great stage of action offered by American citizenship—in answering the inquiries and directing the thoughts of the future arbiters of our destiny,—in inspiring the young hopes and implanting the purposes of nobility, and virtue, and honor—in such labors thousands of our daughters must sooner or later be employed.

“Shall our teachers be fully qualified for their duties?” becomes, then, a question of greater depth of meaning every year. The city of New York has never had a Normal School other than the training afforded by the class-room. Those female pupils who were more advanced than their class-mates were selected as monitors, and advanced step by step, until they reached, or now hold their respective places. Others taken from the class-room have entered upon duty in Primary Schools, and have advanced only as far as the limited opportunities which are afforded by a Saturday School of four hours have permitted them to go.

A good, effective, and true education of the youth of this city, mental and moral, which shall exalt their ideas of life and its duties, and imprint upon their hearts and consciences the great truths which must be taught them if we hope for social order and prosperity, can hardly be purchased at too great a cost. There may be prodigal and wasteful expenditure even in a good thing, but the value of an exalted character to our city and State, based upon the intelligent and deeply fixed conscientiousness of the people, is inestimable. Teachers of earnest purpose, of high moral aims, and of sterling qualifications are requisite. They must be had. They can be called out by honorable incentives from the every-day walks of life—from among

the lowly, who shall be of like passions and sympathies as the children they instruct, refined, ennobled by the genius of our institutions, and a pure and holy faith. To thousands of such agents we can commit the intellectual development of our children, and the city of New York can afford to pay them for their labors.

The details of operations for the year 1854, will be found in the Report of the Executive Committee on Normal Schools, which accompanies this Report. That Committee is composed of the following named gentlemen :

WM. H. NEILSON, *Chairman.*

CHARLES TRACY,

WM. HIBBARD,

J. DAVENPORT,

B. R. WINTHROP,

T. E. STEWART,

D. W. C. McCLOSKEY.

EVENING SCHOOLS.

By reference to the Report of the Committee on Evening Schools, appended to this Report, it will be seen that these schools, during the year just closed, have been more successful than at any former time since they were organized. Both in regard to their efficiency, their numbers, and the attention which they have received from the friends of education, a great advance has been made beyond the mark of last year, and affords a desirable and very hopeful index to the growing demands for educational privileges on the part of the laboring youth of our city.

Our population embraces many thousands of persons who have come to our shores destitute of literary culture, and many thousands of others who have been favored with few privileges, and these they have enjoyed to only a limited extent. It is safe to say that there is scarce one in ten thousand of these emigrants who are not obliged to resort immediately to some kind of daily labor, to earn their subsistence, and not only is their own strength taxed, but they also keep their children away from school that they may add their trifle to the limited means of the family. Many from the sickness, the misfortune, or the death of one or both parents, find it impossible to attend school during the day. The condition of thousands of these poor children is

lamentable in the extreme, whether we look at the wretchedness of their homes, or their ignorance and almost hopeless position in the world. "The poor ye have always with you," was the language of Christ to his hearers, and we see it verified in our city in a multitude of instances.

Something, however, may be done to soften and relieve this saddening aspect of the lives of so many of our youth. Provision can be made for giving them a good degree of necessary instruction, and accompanied by moral training in schools open at these hours when they are free from the labors of the day. This is done in our Evening Schools, and thousands have had reason for gratitude that these schools have been organized.

A very wide and growing field is thus opened to extend the blessings of education to a large class of our population who have come here at a period in life which usually forbids them from giving their time to the acquisition of knowledge. The influence of the schools in attracting attention to the means of improvement on the part of this class of the population is very great, and the fact that some twenty thousand names of pupils have been recorded in our Evening Schools this year, shows their wide-spread influence in reaching the masses of the people whom they are chiefly intended to benefit.

The Executive Committee on Evening Schools at the date of this Report, is composed of the following named gentlemen:

J. WELDON FELL, *Chairman.*

ALANSON S. JONES,

H. H. BARROW,

HENRY P. WEST,

WM. S. DAVISON,

JOSEPH BLACKBURN,

JAMES C. RUTHERFORD.

A detailed account of the operations of the Evening Schools, will be found in the Report of the Committee appended to this Report.

SCHOOLS FOR COLORED CHILDREN.

By reference to Schedule No. 1, annexed to this Report, it will be seen that there are fourteen schools for colored children under the care of this Board.

While there are in our city many very worthy people of color who have placed themselves in circumstances of comfort and

respectability, it cannot be denied that the general condition of this class of the population is one of social depression and mental disqualification. They are in no worse condition than many thousands of whites, in any respect whatever, whether measured by the moral or social standard. Yet they form a distinct class, fettered with many disabilities which are beyond their control. While provision is made for their instruction in many localities, there are others where small schools are needed for the accommodation of from twenty-five to fifty scholars. The multiplication of small schools, by the purchase of sites and the erection of buildings for such a small number, is not advisable. The organization of schools in such localities, in apartments hired for the purpose, might effect all that could be done under the circumstances.

By a comparison of figures in regard to this class, the result obtained is every way advantageous to them. By the census of 1850, the colored population is stated at 13,815, of whom 6,098 were males, and 7,717 were females. There were of the school age 2,668, which have now reached about 3,000. Of this number 2,442 have received instruction in the Public Schools, with an average attendance of 918. Of the whites of the school age, there are about 130,000, of whom 116,637 were taught in 1853, with an average attendance of 40,000. This shows a desire to enjoy school advantages quite equal to that of the white population, and in view of their social position is not only highly creditable to them, but may serve to remove the erroneous idea that they are indifferent to the benefits of education.

It is true, however, that the evening schools for colored pupils are not attended as they deserve to be. There are two schools—one for males and one for females—held in the school house in Laurens street, but the average attendance is very small, compared with the large number to whom the school is easily accessible in that part of the city. The facts in regard to these schools may be found in the Report of the Executive Committee on Evening Schools, appended to this Report.

DEPOSITORY.

The schools under the care of the Board of Education are furnished with books and supplies of every description, from the

“DEPOSITORY,” at the Hall of the Board. During the year, the amount distributed was \$57,554 20.

Schedule No. 4 shows the value of the supplies sent to each school from the Depository during the year.

The delivery of supplies and books is made monthly, in compliance with the ninth and tenth sections of the By-Laws for the regulation of the Depository. The following are the By-Laws now in force :—

1. There shall be one General Depository for the city, in which shall be received and stored in such quantities as the demand may from time to time warrant, all the various articles, except fuel and sand, purchased under contracts made according to law, and known under the general name of supplies, the same required by the several schools of the city, under the jurisdiction of the Board of Education, for the use of teachers, pupils, &c.

2. The Depository shall be situated in the Hall of the Board of Education, and shall occupy the two front basement rooms, and such portion of the adjoining rooms as may be necessary for it, or that may be spared for the purpose.

3. The Depository shall be under the control of the aforesaid Committee in general respects, and in the immediate charge of the Clerk of the Board, aided by competent assistants.

4. The Clerk of the Board shall cause all books and other articles to be procured in suitable and sufficient quantities to meet all probable demands, under written orders of the Committee on Supplies, and see that they are received, examined and properly disposed of on the shelves of the Depository. He shall also see that all supplies ordered are delivered at the proper time at the various schools, and in good order.

5. A suitable conveyance for the transmission of supplies to the schools, shall be provided under the direction of the Committee aforesaid.

6. A complete system of accounts for the Depository shall be adopted by the aforesaid Committee, such as shall, in the fullest manner, exhibit its operations, the amount of supplies furnished to it by the several contractors, and dealers, as well as the amount of supplies furnished to the several wards and schools,

both as to kind and value, and its books shall be kept open at all times to the inspection of the Members of the Board of Education and Ward Officers.

7. The Committee shall make a detailed statement to the Board annually, in the month of January, of their transactions for the year, giving the amount of purchases, the value of the stock on hand, per inventory, the amount of supplies furnished to each department and school or ward, and the cost per scholar of the same, together with a statement of the aggregate costs of supplies as compared with the previous year.

8. The Committee shall provide a suitable and properly labelled pass book for the entry of the dealing of every school with the Depository, in which all orders for the supplies shall be written as hereinafter provided.

9. The regular days for issuing supplies from the Depository in every month shall be eight in number, viz: the first, second, third and fourth Wednesday, and the first, second, third and fourth Friday of each month; every school by this means receiving its supplies once in every month.

10. The following shall be the arrangement by districts and wards for the stated monthly deliveries of supplies to the schools.

DIST.	WARDS.
1st.....	1, 2, 3, 4, 5, 6.
2nd.....	8, 9, 14.
3d.....	7, 10, 13.
4th.....	11, 17.
5th.....	16, 20, 15.
6th.....	18, 21.
7th.....	19, 22.
8th.....	12.

11. As soon after the adoption of these rules as practicable, a "Tariff of Supplies" shall be prepared, based upon the average annual attendance for the several schools which shall be the standard for the ensuing year, and which shall embrace the whole quantity of any and every article which any school or department may draw from the Depository, the same not to be exceeded except in certain contingencies hereinafter provided for.

12. All supplies ordered for any school or department shall be carefully put up for delivery, and charged to its account. Should there not be in the Depository at the time a supply of all the articles ordered, a due bill for what may be deficient shall be delivered with the items sent, an entry of the same being regularly made in a book kept for the purpose, in which shall be subsequently noted the fact of its redemption. All due bills shall be redeemable on demand.

13. No supplies shall be delivered at any school, except in payment of the due bills aforesaid, oftener than once in every month, unless so ordered by the Committee on Supplies in a contingency hereinafter referred to, or by the Board of Education on the recommendation or report of the same committee, as hereinafter provided.

14. When a demand for supplies shall be made by any school or department beyond the limit assigned in the tariff provided for in section eleven, the Clerk of the Board shall at once notify the Ward Officers of the fact that the account of that particular school is full.

15. All bills of goods purchased for the Depository and approved by the Committee on Supplies, shall be paid on the regular pay-days of the Board.

TEXT-BOOKS.

There is one evil incident to the great market for school books in the United States, which is, in some respects, as perplexing as it is important. It has engaged the attention of some of our ablest men, who have endeavored to remove the difficulties, and to organize some plan which shall be worthy the confidence of the people and the friends of education in the whole country. The evil to which reference is made is the rapid and constant increase of books designed for use in schools. It is to be expected that men of cultivated and active minds will find employment to a greater or less extent in the departments of education; yet, while our presses are throwing off, almost every day, some new school book, the majority of them can hardly be said to possess any sterling value, and certainly no special claims to favor. Many of them are but the re-issues, in trans-

positions and re-arrangements, in altered words and phrases, of better books, which have served as the basis for the new work. Many are doomed to a short and struggling existence, while some, which are thrown off from the presses of responsible houses, possessed of large capital, are forced into a wide circulation, and obtain a market by the pressure used to secure their introduction.

The truth of these remarks will be found warranted by the fact that there are now used in the schools under the care of this Board a great variety of books, which certainly cannot fail to be productive of some annoying if not evil consequences. There are about 50 spelling books, 25 geographies, 20 grammars, 10 algebras, 20 histories, and 115 readers. These books are of several grades, some being elementary and others more advanced, but even on a critical classification, it must be confessed that there is too great a diversity in our text-books, to harmonize with that uniformity which should characterize a homogeneous system. Reading books are usually published in a series of from three to six volumes, progressive from the simple reader to that designed for the higher classes. In one case, the series consists of five readers, with a new series of five others by the same author.

Where so large a number of teachers are employed under the same jurisdiction, a diversity of taste, judgment and strong preferences oftentimes might be expected. Yet, where a large population is crowded densely into a few square miles, and scholars frequently remove from one part of the city to another, this is a question which must sooner or later occupy the attention of the Board. Perhaps it would not be advisable to adopt arbitrarily the books of a few authors, to the rigid exclusion of all others, but there should be some limit placed to the introduction and frequent changing of our text-books.

With diversity of authors, exists, also, a great diversity of styles among publishers and printers. Some books appear to be arranged with sole reference to the external attractions. Pages with wide margins and numerous engravings, containing a few lines of exercises, questions and answers, or examples, make a showy book, and an expensive one. Others are jostled together with a wanton disregard of all taste, typographical,

mechanical, or pictorial, and so crowded as to present a confusion of figures, accents, letters, italics, headings, and remarks, which are annoying to the eyes of adults, and must be very unfit for the use of children.

There is, however, one feature which is commendable. There seems to be a general upward tendency in the estimate placed upon school books. Authors and compilers seem to be more and more conscious that trashy and hastily prepared works will not much longer bear the critical inspection through which they must pass, in order to hold a place of any value in the confidence of instructors and school officers. There is so much competition to secure the market, that school books must show some claim to excellencies which others do not possess, in order to induce respectable publishers to embark in their publication. These considerations combined, have an influence in advancing our school literature, which is in the highest degree important to our country.

GRAMMAR SCHOOL LIBRARIES.

One of the important matters for consideration in respect to the greater efficiency of our schools, which the Board has not been able to mature the past year, is that of furnishing our Grammar Schools with LIBRARIES, for use by the teachers and pupils. The School districts throughout the State are furnished with libraries out of the funds annually appropriated by law for that purpose, and there can be no valid reason why the same provision should not be made for the schools of this city. Sunday School libraries are to be found in all our Sunday Schools, some of them containing four, six or eight hundred volumes, which are in constant use by from one to three hundred scholars. But the books used in these libraries are selected with reference to their moral and religious character, while books of a simply secular character, as voyages, travels and scientific treatises, are not admitted, because they belong less strictly to the Sunday School and more fittingly to the Common School library. There is a great field then, which remains unoccupied by the Common Schools, which may be reached by means of the circulation of books of a proper character, which shall sup-

ply reading not only for the pupils, but for the families of that numerous class who are unable to afford the means of purchasing books at their own expense.

By chap. 237 of the laws of 1838, the sum of \$55,000 of the School monies was required to be annually distributed for the purchase of district libraries throughout the State. By sec. 5 of the said Article it is provided, "That the share of monies apportioned to, or received in the city and county of New York, in pursuance of the fourth section, shall be paid over in the manner by law directed as to the other School monies in said city, and distributed by the Commissioners of School Money in the same proportion as the other School money among the several societies and schools entitled thereto, to be by them applied either to the support of School libraries or to the payment of teachers."

In pursuance of this statute the State Superintendent has annually apportioned the sum provided by law, and the pro rata coming to the city and county of New York has been regularly received. Previous to 1842, the sum was divided by the Commissioners of School Money, but since that year the Board of Education has made the apportionment. The sum thus granted to the several schools and institutions receiving monies from this Board has been used as a part of the general fund for the payment of salaries and other current expenses, while its legitimate use has been altogether overlooked. This diversion of special funds to a purpose not contemplated by the Act, should not longer exist, unless sufficient grounds should render it necessary.

There is, however, one honorable exception to this remark. The Trustees of the late Public School Society, as soon as they could perfect their system of libraries, and appropriate the funds for that purpose, established them in all their upper schools, and these are now the only libraries existing in schools dependent upon this Board.

The following are the Rules and Regulations of the Libraries now in the Schools, with a catalogue of the books contained therein :

RULES AND REGULATIONS,

For the Management of the School Libraries of the Public School Society, as adopted by the Board of Trustees at their stated meeting, held the 5th day of July, 1844.

1. The Library shall be kept in the Male Department of each Public School.

2. The male teacher, or his assistant, shall act in all cases as principal librarian; the female teacher, or her assistant, as librarian for her department. Blank books shall be furnished them, in which it shall be their duty to enter by its number every book given out, the name of the pupil to whom given, with age, date of delivery, and return of each book, with appropriate remarks.

3. The time of giving out books shall be Friday of each week, after school hours. The time of returning them, on Friday morning. The pupils on returning books, shall, if another be wanted, place a piece of paper in the book returned, containing a series of catalogue numbers, showing their first, second, third, &c., choice, and it shall be the duty of the librarian to assist and advise them in the selection of books suited to their capacities, and on their return, to question them, as far as opportunity may permit, as to the subject matter they contain.

4. All duodecimo volumes, and those of smaller size, may be retained two weeks; those of octavo size, four weeks.

5. The use of the libraries shall be open to all children attending the schools, with the privilege of drawing such books, subject to the sound discretion and advice of the librarian, as they can read understandingly.

6. The Library Committee, or a Special Committee to be appointed for the purpose, shall attend at the Spring and Fall examination of the Schools, for the purpose of making a thorough examination into the state and condition of the Libraries, and of receiving from each librarian such report as shall be required, on a blank form furnished for the purpose; and it shall be the duty of said Committee to make out an abstract report of the whole, with such remarks and suggestions as they may deem advisable, to the Board in the Spring, and to the Executive Committee in the Fall, at the first meeting of each after the completion of said examination. The books of each Library to be called in the week previous to the examination of each School respectively.

CATALOGUE OF THE PUBLIC SCHOOL LIBRARY.

- No. 1. Marshall's Life of Washington.
2. The Poor Rich Man and the Rich Poor Man. By Miss Sedgwick.
- 3, 4. The Swiss Family Robinson ; or, Adventures of a Father and Mother and Four Sons on a Desert Island.
- 5, 6. Natural History of Insects.
7. The Son of a Genius. By Mrs. Hofland.
- 8, 9, 10. American History. By the authoress of " Popular Lessons."
11. Thatcher's American Revolution.
- 12, 13. Life of Napoleon Bonaparte.
14. Combe's Physiology Applied to the Preservation of Health, &c.
- 15, 16. Thatcher's Indian Traits, Manners, Customs, &c.
17. Discovery and Adventure in Africa. By Jameson, Wilson, and Murray.
18. Uncle Philip's Conversations about the Trees of America.
19. Perils of the Sea.
20. Abercrombie on the Intellectual Powers.
21. Dick's Celestial Scenery.
22. Russell's History of Palestine.
23. James' History of Chivalry and the Crusades.
24. Live and Let Live. By Miss Sedgwick.
- 25, 26. The Chinese. By J. F. Davis.
27. Circumnavigation of the Globe.
28. Life of Alexander the Great.
29. Barrow's Life of Peter the Great.
- 30, 31. Russell's Life of Cromwell.
32. Dick on the Improvement of Society by the Diffusion of Knowledge.
33. Physical Condition of the Earth. By Higgins.
34. Abercrombie's Philosophy of the Moral Feelings.
- 35, 36. Mrs. Jamieson's Memoirs of Female Sovereigns.
37. Uncle Philip's History of Virginia.
38. The Ornaments Discovered. By Mrs. Hughes.
39. Uncle Philip's Conversations About Tools and Trades among the Inferior Animals.
- 40, 41. Uncle Philip's Account of the Whale Fishery and the Polar Seas.
42. Lives and Voyages of Drake, Cavendish, and Dampier.
- 43, 44. Dunlap's New York.
- 45, 46. Life of Franklin, by Himself; and a Selection from his Works.
- 47, 48. The Farmer's Instructor. By Judge Buel.
- 49, 50. Pursuit of Knowledge Under Difficulties ; its Pleasures and Rewards.
51. Griscom's Animal Mechanism and Physiology, comprising an Exposition of the Structure and Functions of the Human System.
52. The Elephant, as he exists in a Wild State, and as made subservient to the Purposes of man.
53. Vegetable Substances used for the Food of Man.
- 54, 55, 56, 57, 58, 59. Tytler's Universal History, continued by Dr. Nares.
60. Mosley's Illustrations of Mechanics. Edited by Renwick.
61. The Polar Seas and Regions.
- 62, 63. Paley's Natural Theology. Edited by Brougham, Bell, and Potter.
- 64-73. Spark's American Biography, viz :—
64. Lives of Gen. Stark, by Everett ; Chas. Brockden Brown, by Prescott ; Gen. Montgomery, by Armstrong ; Col. Allen, by Sparks.
65. Lives of Alexander Wilson, by Peabody ; Captain J. Smith, by Hilliard.

66. Life and Treason of Arnold.
67. Lives of Gen. Wayne, by Armstrong; Sir H. Vane, by Upham.
68. Francis' Life of John Elliot, the Apostle to the Indians.
69. Lives of Pinkney, by Wheaton; Ellery, by E. T. Channing; Cotton Mather, by Peabody.
70. Lives of Sir William Phipps, by Bowen; Gen. Putnam, by Peabody; Lucretia M. Davidson, by Miss Sedgwick; David Rittenhouse, by Renwick.
71. Lives of Jonathan Edwards, by Miller; Brainard, by Peabody.
72. Lives of Baron Steuben, by Bowen; Sebastian Cabot, by Hayward; Gen. Eaton, by Felton.
73. Lives of Fulton, by Renwick; Hudson, by Cleveland; General Warren, by Everett; Father Marquette, by Sparks.
74. Humboldt's Travels and Researches. By Macgillivray.
75. Goldsmith's History of Greece. Edited by Miss Robbins.
76. Natural History of Birds.
77. Familiar Illustrations of Natural Philosophy. Edited by Renwick.
- 78, 79. Selections from the Spectator; embracing the most interesting Papers, by Addison, &c.
80. Lee's Elements of Geology, for Popular Use.
81. Goldsmith's History of Rome. Edited by Herbert.
82. Nat. History of Quadrupeds.
83. Dwight's Lives of the Signers of the Dec. of Independence.
- 84, 85, 86, 87. Plutarch's Lives: translated, and with Notes. By the Langhorns.
88. Letters on Natural Magic.
89. Renwick's Applications of Mechanics to Practical Purposes.
- 90, 91. Parry's Voyages for the Discovery of a N. W. Passage from the Atlantic to the Pacific.
- 92, 93, 94, 95, 96. Keightley's History of England.
- 97, 98. Mackenzie's Life of Commodore Perry.
- 99, 100. Irving's Life of Goldsmith, and selections from his writings.
- 101, 102. Murray's Account of British America.
103. Bryant's Selections from American Poets.
- 104, 105. Halleck's Selection from British Poets.
106. History of the Moors in Spain.
- 107, 108. Distinguished Men of Modern Times.
109. Nott's Counsels to Young Men.
110. Life and Travels of Bruce. By Sir F. B. Head.
- 111, 112. Life of Dr. Johnson; with a selection from his works.
113. Life and Travels of Mungo Park.
114. Two Years before the Mast; or, Life at Sea. By Dana.
115. Uncle Philip's History of the Lost Colony of Greenland.
- 116, 117. Uncle Philip's History of Massachusetts.
- 118, 119. Uncle Philip's History of New Hampshire.
120. First Principles of Chemistry: by Renwick.
121. History of the Barbary States.
122. History of Connecticut.
123. Stories for Young Persons. By Miss Sedgwick.
- 124, 125, 126. History of France.
- 127, 128. Scott's Hist. of Scotland.
- 129-131. Belknap's American Biography; with additions, &c. By F. M. Hubbard, Esq., viz.:
129. Lives of Byron, Madoc, Zena, Columbus, Cartier, De Soto, H. Gilbert, Raleigh, and Grenville.
130. Lives of De Fuca, De Monts, Poutrincourt, Champlain, Gorges, Mason, Sir Thomas Smith, Lord Delaware, Sir Thomas Gates, Sir Geo. Somers, Newport, Sir Thos. Dale, Wainman, Argal, Yeardley, Wyatt, Cosnold, Pring, Bartholomew, Gilbert, Weymouth, Robinson, and Carver.

131. Lives of Bradford, Brewster, Cushman, Winslow, Standish, Winthrop, Winthrop, Jr., the Brothers Calvert, and Penn.
132. Manners and Customs of the Japanese.
133. Brewster's Lives of Galileo, Kepler, and Tycho Brahe.
- 134, 135. American Adventure by Land and Sea: being remarkable Instances of Enterprise and Fortitude among Americans, &c.
136. History of Iceland, Greenland, and the Faroe Islands.
137. Lives of Ancient Philosophers.
138. History of the Fine Arts.
139. Perilous Adventures: remarkable Instances of Courage, Perseverance, and Suffering.
140. Lauman's Hist. of Michigan.
- 141, 142. Bucke's Account of the Ruins of Ancient Cities, &c.
143. Bucke on the Beauties, Harmonies, and Sublimities of Nature.
- 144, 145. History of Denmark, Sweden, and Norway. By Crichton and Wheaton.
146. Natural History of Selborne. By White.
147. Rangell's Expedition to Siberia and the Polar Sea.
- 148, 149. Lives of the Indians.
150. James's History of Charlemagne.
- 151, 152. Professions and Trades. By Hazen. With 81 Engravings.
153. The Sidereal Heavens, &c. By Dr. Thomas Dick.
154. Bunner's Hist. of Louisiana.
155. Court and Camp of Bonaparte.
156. Fletcher's History of Poland.
157. Woman in America; her Moral and Intellectual Condition. By Mrs. A. J. Graves.
158. Russell's Nubia and Abyssinia.
159. Description of Pitcairn's Island, Mutiny of the Bounty, &c.
160. Frazer's History of Persia.
161. Xenophon's Cyropædia; or, Institutions of Cyrus. Translated by Cooper.
162. Sismondi's Italian Republics.
163. History of Switzerland.
- 164, 165, 166, 167, 168. Dunham's History of Spain and Portugal.
169. First Principles of Natural Philosophy. By Renwick.
170. The Mayflower; or, Sketches of Scenes and Characters among the Descendants of the Pilgrims. By Harriet Beecher Stowe.
- 171, 172. Lewis and Clarke's Expedition across the Rocky Mountains.
173. Frazer's History of Mesopotamia and Assyria.
174. What's to be done? or, the Will and the Way.
- 175, 176, 177. Italy and the Italian Islands. By William Spalding.
178. Seaward's Narrative of his Shipwreck and subsequent Adventures. By Miss Jane Porter.
179. Progress of Discovery on the Northern Coasts of America. By P. F. Tytler.
180. Wealth and Worth; or, which makes the Man?
181. Cooke's Voyages around the World, and Life. By Dr. Kippis.
182. Means and Ends; or, Self-Training. By Miss Sedgwick.
183. Robertson's History of America, abridged.
184. Ferguson's History of the Roman Republic, abridged.
185. A Love Token for Children. By Miss Sedgwick.
186. Sandford and Merton. By Thos. Day.
187. Robertson's History of Chas. V, abridged.
188. Scenes in Nature.
189. Polynesia; or, the South Sea Islands. By Dr. Russell.
- 190, 191. Border Wars of the American Revolution; with Life of Brant. By W. L. Stone.
- 192, 193, 194. Lives of Eminent Painters and Sculptors. By Allan Cunningham.

195, 196. Smedley's Sketches from Venetian History.	218. Dymond's Essays.	
197. Who shall be Greatest? By Mary Howitt.	219. Facts and Fancies. By Miss Sedgwick.	
198, 199. Orations of Demosthenes. Translated by Leland.	220. Task,	Cowper.
200. Pratt's Juvenile Magazine.	221. Arctic Regions.	S.S.U.
201. Michelet's Elements of Modern History.	222. Whale Fishery.	do.
202. Learning to Think. S.S.U.	223. Court of Persia.	do.
203. Learning to Feel. do.	224. People of Persia.	do.
204. Learning to Act. do.	225. Lady Russell.	do.
205. History of Madagascar. do.	226. Caves of the Earth.	do.
206. History Am. Revolution. By Blake. do.	227. Structure of Animals.	do.
207. Reuben Kent. Part 1st. do.	228. Man.	do.
208. Olmsted's Letters on Astronomy. do.	229. Mahommed.	do.
209, 210. Useful Arts. do.	230. Life of Cyrus.	do.
211. Solar System. do.	231. Ancient Jerusalem.	do.
212. Sidereal Heavens. do.	232. Modern Jerusalem.	do.
213. Robert Dawson. do.	233. Eminent Medical Men.	do.
214, 215. Darwin's Voyages of a Naturalist. do.	234. Origin of Languages.	do.
216. Story on the Constitution U.S.	235. Tahitian Tribes.	do.
217. Modern British Plutarch.	236. Life of Lavater.	do.
	237. Life's Last Hours.	do.
	238. Jane Hudson.	do.
	239. Sloth and Thrift.	do.
	240. Seaman and his Family.	do.
	241. Science of things familiar.	

It is not now necessary to inquire why this subject was overlooked by the members of the Board of Education during the first years of its existence. The numerous duties incident to the framing and erecting of a system like our own, with the questions constantly arising in regard to the powers and duties of School Officers, could not fail to command the attention of the Commissioners and Trustees, to the exclusion of a matter which did not press with urgent appeals upon their time and labors. These powers and duties having become better defined, and the system more matured and perfected, it becomes eminently right that every part of that system shall receive its due attention. A question will naturally arise whether the sum which has been annually absorbed with the general expenditures should not be withdrawn and restored it to its original and legitimate purpose. Should this be conceded, there will be a fund sufficiently large to place a library and a book-case in each school with little delay. It would have been a matter of great satisfaction could the Board have left their successors the

foundation of a well-appointed library in the schools under their charge, but it is commended to their earnest consideration.

The Special Committee on School Libraries submitted a Report at a meeting on the 27th inst., embodying a scheme for furnishing the schools, and concluding with the recommendation of the following Resolution and By-Laws—which were adopted.

Resolved, That the Library Committee, aided by the Superintendent of School Buildings, and in conjunction with the Ward Officers, proceed immediately to visit the several School buildings of the city, to make an estimate of the amount necessary to be appropriated from the Library money for the erection of suitable Book-cases in each, and for enlarging or otherwise adapting those already placed therein, and report the same to this Board.

BY-LAWS.

School Libraries shall be established in all the Grammar Schools for Boys and Girls, under the jurisdiction of the Board of Education, including such Primary Schools as have an advanced department. They shall be under the immediate direction and control of the School Officers of the several wards, and subject to such general rules and regulations as the Board of Education may from time to time adopt.

As soon as a Catalogue can be adopted by the Board of Education, and the necessary arrangements entered into for procuring the Books, every Grammar School and every Primary School organized with the advanced Department, so far as that Department is concerned, whose average annual attendance amounts on the 31st of December, 1854, to 150 pupils and under, shall be entitled to a library of a maximum number of five hundred volumes; and those schools whose average attendance amounts to 250 and under, and over 150, shall be entitled to a library of a maximum number of one thousand volumes; and those schools whose average attendance amounts to over 250, to a library of a maximum number of fifteen hundred volumes: the funds for the establishment of which shall be wholly derived from the proportion due to this city of the annual State appropriation for School Library purposes.

MORAL INSTRUCTION.

Systems of education, however perfectly they may be adapted to develop the intellectual faculties, and to stimulate the inquisitiveness of the unfolding mind of youth, must, nevertheless, possess other powers and develop other elements of character, or they must necessarily fail of their true end. The education of man consists not in merely training the eye to see, or the mind to think, or the observation to seize upon its object of attention. It consists not in giving it a knowledge of handicrafts, or of professions—nor in imparting a knowledge of factors, of exponents and co-efficients, of sines and co-sines, of logical processes, or of metaphysical subtleties. It is not in imparting a knowledge of facts or principles, as though the mind of man were a mere tablet of record, or a bundle of abstract ideas. The highest province of education is that which it gains by its *RELATION*—an intimate and inseparable relation to the moral cultivation of an immortal being, whose character is to be the subject of a final award.

There is a wide distinction between mere mental operations and the moral activities of the soul. An educated man may be a monster, viewed from the moral stand-point, but the converse is not true, for a man whose life is the exhibition of a high standard of morality, must be more or less enlightened—for an obedience to a pure moral law involves that acquaintance with the higher principles of action which unites with it a good degree of intelligence and mental development. Education is of two kinds—that of a highly advanced moral standard, which is accompanied with spiritual refinement and elevation; and a merely intellectual training, which assigns to the moral a subordinate rank.

Which of these two systems is best adapted to meet the wants of the State?

The answer to this question has received of late years, and is still receiving the profound attention of many of the master minds of both the Old and the New Worlds. In our own country, it is deepened by the imperative law of necessity growing out of the structure of our political institutions, in which the popular will governs through the silent and irresistible ver-

dict of the ballot-box. Old institutions, founded on a firmly compacted basis, which have been strengthened by hundreds of years of custom and usage, and seem to be invested with a prescriptive and "divine right," may be perpetuated and upheld by the centralization of power in the hands of the few; but in the young and swiftly-extending States of our great confederacy—a power more fluctuating and without centralization—a power divided among millions of citizens, and combined only by the attractive force of opinions and sympathies,—a power more capricious and mighty, which reverses its judgments without noise, and executes its volitions without arms,—a power which rolls over the land with the tremendous pressure of an ocean swelling on and overbearing every obstacle—in our land, such a power must be controlled and guided, or its exercise will be the destruction of everything dear to the citizen and the philanthropist.

If we look at the forces which are in action at the present time in our country, we shall find them to be somewhat different from those which operated at the foundation of our institutions. At that time there was a comparatively high degree of intelligence in certain classes, who were moved, however, not so much by intellectual convictions as by that sacred obligation of duty to man and to God, which led them on, "appealing to the Judge of all the earth, for the rectitude of their intentions." At the present time, literary and scientific knowledge, or intelligence, is more popularly diffused; but while the amount of intelligence is greater, the moral forces have not increased in proportion. This arises in part from the vast and rapid immigration, of a population now reaching nearly five hundred thousand per annum, the most of whom have never enjoyed liberal provisions for their education, and have been brought up under the state establishments of the old world. Yet the forces which act now belong to the same class as those which produced the Declaration of Independence and the Constitution of the United States, but they are of a lower order. They are not intellectual, they are moral. But while the founders of the government acted from the very highest moral convictions, multitudes of our recognized citizens act from impulses, prejudices, and influences which belong to the lower grade of moral powers.

The foundation of character is laid in the moral nature. The heart is exercised while the mind is yet just unfolding its earliest power. The child loves before he reasons, and exhibits anger before he has learned to utter his first monosyllables. His moral powers are in action long before his judgment has begun to discriminate between right and wrong. It is only when the mind, by years of education and a force of character developed out of the moral nature, has learned to act in certain directions, that the man may be at all claimed as the subject of simply intellectual convictions. In truth, it may be asserted that no man has ever been a moral man simply by convictions gained from reasoning alone. When truth, honesty, love, temperance and self-denial can be demonstrated by mathematical problems, or purely metaphysical abstractions, we may hope to make men good men and upright citizens by intellectual training alone. But the profoundest mental acquisitions have no such force. They fail of exerting a controlling influence in conduct and character. The crystal, no matter how smooth its planes, no matter how brilliant and transparent it may be, let it reflect never so much light, will never be softened and remoulded until the solvent shall have been applied. So the simply enlightened mind can never be made to crystallize into beautiful and harmonious proportions of character, unless it be united with the nobility and fervor of a pure moral nature. Education, while it develops one must rest for all its force in the individual and national life upon the moulding and superior power of the other.

It is a common remark, that our free institutions depend for their perpetuity upon the intelligence and virtue of the people. This is true. But the permanence of a popular form of government in this country depends more upon the pure and elevated moral character of the people than upon its intelligence. Intellect is not enough. The diffusion of knowledge will not secure permanence and national honor. The only strong, sufficient, and reliable bond of union and guaranty of our national permanence is in the virtue of the nation—in virtue like that of the men who framed the government, inspired by the same motives, controlled by the same sense, and weighed in the scales of the same solemn responsibility. Whatever is less than this, or sub-

stitutes anything else for this, will fall short of the imperative demands of the national mind and heart.

Regarding the subject in this light, it must be evident that the moral training of the people becomes an act of self-preservation for the State. There is no danger to be apprehended to our civil institutions while every man is governed by a strict rule of obedience to the moral law. The danger is discernable, and magnified just in proportion as men violate and overturn this law in their daily practice.

Here naturally arises the question, how much and what moral instruction shall be given in schools supported by the State or towns at the public expense? There are some who maintain that secular schools, the common schools, are not designed to teach systems of morals or of theology, but simply to afford to the children of the State that amount of mental training which shall at least prepare them for entering upon the duties of citizenship, and be so far a safeguard against the social disasters and civil dangers which arise out of an ignorant and unrefined population. The province of the moral teacher, they contend, is at the fireside and the place of worship, where each parent and pastor can teach the moral and religious doctrines which they severally believe. This view is too narrow, if it is not impracticable. To divest our school literature of all that is moral would be to destroy its best claims. It is safe to say it can hardly be done. The mere teaching of arithmetical rules, and the arts of reading, and penmanship, and grammar, will never be conducive to the highest purposes of education, while they may serve a lower. To reject all moral lessons will be to proscribe, in one sense, everything like the moral and religious principle in the minds of the rising generation. In tens of thousands of cases it will serve to deprive the young mind and heart of almost the only certain chance of obtaining moral teaching. There are many parents who are compelled to labor, often early and late, for a subsistence. Many are not qualified to instruct their children, and if they were are disinclined, being both indolent and vicious. As a consequence the philanthropist, the patriot, the Christian, and the State itself, must step in, and exert all their combined power to train up for good citizenship and for immortality the more than orphaned children who throng our thoroughfares.

There is a standard of moral teaching which can be reached, and easily so, without prejudicing the rights of conscience of any but those who positively ignore it altogether, and prefer the dangers of a helmless skepticism to the elevated obligations of duty. Morality all will agree in teaching, to a greater or less extent; but when a child is taught to love good and avoid evil, and the lessons of moral rectitude are pressed upon his mind, there is a step higher than this. Why should he do right? Now, unless the higher motives of Divine love or displeasure, and the obligations of the law of God are written upon his heart, there is little reason for his doing right except that of interest, convenience and policy. But selfish appeals to the moral sense of a child are about as powerful as they are to that of the convict who finds it inconvenient to be in a State prison—although, had not that condition befallen him, his blind vision would have persuaded him that it was for his interest to steal instead of work. Take away all religious motives for the observance of the moral law and its requirements are made subordinate to a mere principle of selfishness—that very principle which is the root of all our evils.

We are forced then to choose one of two paths of action. We must either reject all moral, and the fundamental religious truths together, or we must teach those principles of duty which will satisfy the wants of a moral being. To adopt the first course would be disastrous to the welfare of society, and fatal to our civil institutions. To declare that moral lessons shall not be taught because they require and involve the sanctions of religion, would be to unhinge all the bonds which maintain social order and restraint. It would be a surrender of the highest rights of conscience and of the wants of the soul to a compromise with moral death.

However desirable it be that the moral and religious education of the young be conducted by parents, and their recognized religious instructors, universal moral and religious instruction will not soon be secured by those means. As already remarked, thousands of parents have neither the literary nor moral qualifications to fit them for this work, and the consequences are seen in the great disregard of law, order, and virtue on the part of hundreds of thousands of the youth of our land.

These children are growing up like their parents, and will only propagate the seeds of moral ruin. If the State, then, to secure a system of Common School education in which all shall harmoniously unite, emasculate the system by rejecting all that moral teaching which has any true power over the minds and hearts of the young, it will inaugurate the era of recklessness and corruption, by a withdrawal of the safeguards against it. There are tens of thousands kept away from school, not because of the *rights* of conscience, but because of *the blunting of conscience* by the imperfect and wretched training under which their parents grew up. Thousands of parents are intemperate, vicious, thriftless, and improvident. They employ their children in begging, stealing, and imposture, in order to obtain the means for their miserable subsistence, and the unhappy growth of the young. This growth is more than a simply physical growth—it is accompanied by a development in moral deformity, a muscular depravity of heart and soul, which, Samson-like, snaps the bonds of moral obligation like threads, and defies the control of the wise and good. It is well to talk of the rights of conscience, and to defend them to the last, but to speak of the rights of conscience in regard to a class of the people who know no conscience, is to degrade the question to the lowest level.

Higher ground than this must be taken. It must come to be received as the doctrine of public education that morality shall be taught in all our Common Schools, if for no other reason than because it is essential to the safety of the State. It will be far better to teach morals to the young than to teach and practice the laws of legal vengeance and expiation in the hardened criminal. It will be incomparably cheaper to the State to train up children in morality and industry, at the public expense, than to pay five times the amount to punish and incarcerate one in fifty of the population over twelve years of age for crimes against virtue, order, and human life. It will be a grander achievement of our institutions to see American youth growing up under the power of a pure moral code and religious inspiration, than to see them expert accountants, accomplished penmen, and moral deformities.

What is that amount of moral teaching which shall be given

in our schools? is a question of the greatest importance, and it must sooner or later press itself upon the people of this country. The distinction must be fairly drawn between the fundamental truths of all religion, and those which are recognized by the professions of the several sects. All unite in the belief of a God, superintending and sustaining all things by His power and goodness, and all unite in their estimate of the Holy Scriptures. Yet there are minor denominational questions which may, and always will be, excluded from every school. So long, then, as these fundamental principles are taught, there need be no danger that the rights of conscience will be invaded. It is only when pressing upon the fields of sectarian usages and peculiarities, that any one can justly complain of invasion of the rights of conscience. Around the cardinal truths all may unite, if they will. They who reject them, and refuse to learn these lessons, in common with their fellow citizens, have no just ground of complaint.

It is not proposed to construct a national creed for our Common School text-books. There is no danger to be apprehended from the teaching of the highest moral truths in our schools. The danger is in their exclusion. But when, beside their exclusion, private schools shall be established, to be supported by the public treasury, the danger will be largely increased. A Common School creed can not be established by law. Such a legal abortion would be a grand step towards an ecclesiastical establishment, and such an establishment would be the precursor of an era of despotism. A State creed is not necessary to entitle a nation to a specific religious character. Are Great Britain and France Christian nations because they have establishments, and the United States *not* a Christian nation because it has no establishment? Evidently not so. But if either of them is Christian above the others, then is that character due to our own country, because here the law of Christian liberty is more fully exhibited than anywhere else on the globe.

The Creator has endowed us with a class of faculties which are easily and naturally affected with the ideas of a God, and of His goodness, compassion and power. Whether these ideas are or are not intuitions, which would spring up in the minds of an isolated and untaught individual or community, is not to

the present purpose. It is enough to know that we are so circumstanced that these ideas become a part of our mental habit, and in some sense constitute our religious nature. It is this conviction which leads the mind to feel a shock at the words of the blasphemer, and shrinks from the chilling and negative propositions of the skeptic. It is this religious nature which must be cherished, fed and developed, or the nation will become a nation of skeptics, and virtue almost a forgotten name.

These religious habitudes must be fully recognized in the settlement of this question. The moral nature of man must be weighed in the balance with all the other mighty considerations which cluster around it. Whatever the ultimate decision may be, it seems plain that no system of education can be productive of very durable advantages which shall entirely reject and exclude that amount of moral teaching which shall not only coöperate with the lessons of the Sunday School, the church, and the parent, but which shall aim to impart it where no such instruction is given.

This fact seems to be too much lost sight of in the discussion of this whole theme. Were all the children of the people under that wholesome moral discipline and religious training which is required to ensure, so far as such instrumentalities can ensure, their becoming virtuous and God-fearing members of the community, the Common School could dispense with such lessons as a prominent feature. Yet the history of the world will show that where the most scrupulous care has been taken of the moral training of the young, the highest estimate has been attached to its value in connection with literary culture. But while there are many who jealously maintain the standard of moral training, there are multitudes who are entirely reckless of these obligations.

The question placed in its civil aspect, then, is, Can the State be safe while hundreds of thousands of its youth are growing up without any moral education? If this question be answered in the negative, we have our justification for making moral lessons an important part of our system. If, in order to give the people of the country that education with which they sympathize, and which they desire their children to enjoy, a few objectors should be inconvenienced and disregarded, the demand

for rights of conscience on the part of a few, should not be a bar or an offset to the conscientious rights of the rest. There is nothing taught in our systems of popular education, in any part of the Union, to which any truly American mind and spirit might object as a fatal or serious invasion of his rights. Freedom is ours, in obedience not to merely intellectual attainments, but to the pressure of moral and religious obligation upon the consciences of the noble men who constructed our civil edifice. This same moral power is to be conservator of our institutions. It must be so from their very nature. The delegation of political power to the hands of half a million or a million of voters who shall have grown up without moral restraint or education, will be placing the balance of power in the hands of men whose ignorance and prejudices will lead them to vote blindly for measures which will precipitate disaster upon the nation. While an equilibrium of power may exist between parties of cultivated men, acting under a conscientious regard to duty, the balance of power, fearful and irresistible in its consequences, will be wielded by the ignorant and the vicious. Partial exhibitions of this spirit have already been seen since the date of the confederation. A jealous regard for the rights of conscience must be maintained ; but the appeal to this element in our national character, come from what sources it may, must not be allowed to blind us to the consequences of too strict a construction of the meaning of the term. To exclude and override all moral teaching in our Common Schools, will be to give the ultimate control of our institutions to a mass of unthinking men, moved by their passions, and governed by the superior influence of designing but educated men, destitute of moral principle, and scorning the control of moral power. Such a state of things would soon see our happy Union become the prey of a social and civil despotism, in which the rights of conscience would be altogether obliterated, and the rule of might would make the rule of right.

There is a wide difference between moral instruction in our Common Schools, and the State recognition and support of parochial and sectarian schools. The question of religion in schools has agitated for many years the mind of several of the more advanced nations in Europe. Great Britain, Ireland,

France, Germany, and to a less extent several others, have all been engaged in deep controversy upon this question. But the error which to a great extent has been committed, is in that construction which makes the teaching of religion consist in hearing recitations in catechisms and creeds. There could not fail to be dissensions and divisions under these circumstances. Wherever this rule has existed, the practice has been found full of pernicious consequences. While a portion of the children were instructed, the large majority have grown up ignorant, vicious, and a burden to society, and a conclusive evidence that it is the interest of the State to provide education for the masses. Parochial and sectarian schools can never be made to perform the office of educators of the great mass of the people, until the time shall have arrived when every parent shall feel the force of religious convictions, and be identified with some church. In the mean time our only hope is to adapt our system to the moral and intellectual wants of the people, so as to make it serve as an aid to the labors of the parent and religious teacher.

The law of Massachusetts embodies a provision which covers the ground in a manner fully in harmony with the spirit of our institutions, and, at the same time, meets the wants of the State. Higher than that the State cannot go, simply as a State. Should it ever become a unit in religious ideas, it may go farther, and define the specific religious education to be given to children in the common schools, should it be necessary. But as there appears to be no such indications at the present time, we must endeavor to do all that the State may do, with reference to its own moral and religious needs. The law of Massachusetts provides as follows :

“It shall be the duty of the president, professors and trustees of the University at Cambridge, and of the several colleges, and of all preceptors and teachers of academies, and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of PIETY, JUSTICE and a SACRED REGARD TO TRUTH, LOVE TO THEIR COUNTRY, HUMANITY and UNIVERSAL BENEVOLENCE, SOBRIETY and FRUGALITY, CHARITY, MODERATION and TEMPERANCE, and those other virtues which are *the ornament of human society and the basis upon which a republican constitution is founded* ; and it shall

be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues *to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness*, and also to point out to them the evil tendency of the opposite vices."

A common school system which does this, teaches religion in its practical relations to God, to man, and to the State—in its manifestations in the family circle, the highway, and the business of life—as a child and as a man—as a citizen and as a morally responsible being. It siezes and writes in deep lessons upon the minds and hearts of youth the principles of religious truth and conduct, without which no grouping of ideas or principles, in the form of any creed whatever, can be called, in the least sense, *religion*. Divest religion of the principles comprehended in the above scheme, and its spirit and its practice are alike annihilated. Teach these, and the specific religious preferences or professions of the parents may be reserved, and properly so, for inculcation at the domestic or the church altar.

This has been, and is, the practice in the common school system of New York for many years. It may have been more or less affected by the character and religious habits of the teacher, but the system aims at this, and nothing less. Whatever shall serve to substitute for this a system which shall abandon this eminently safe ground, and deprive our common schools of such moral and religious energy, will be lamentably fatal to the welfare of the nation. Whatever shall seek to replace such a system by parochial and denominational schools will be to aim a death blow at the education of the masses of the people. We believe that the City and the State of New York will not soon adopt such an alternative.

For many years it was the uniform rule to read a portion of the Scriptures as a part of the opening exercises in the morning, and to repeat the Lord's Prayer. But this practice having been objected to, its rigidity as a rule was relaxed, and it is now discretionary with the local board of school officers to permit these exercises or to forbid them. In several schools the reading of the Scriptures is prohibited, and there is no copy of that Book to be

found in the school building. In the rest, the recital of the Lord's Prayer and reading are invariably observed as the opening exercises of the duties of the day.

The Board feel that in closing up the labors of the year, and in reviewing the whole field which is assigned to this body, that they would be unfaithful to their constituents, and unworthy of the high responsibility with which they are charged, did they not in an emphatic manner endeavor to present this subject thus fully and seriously to the public. The question must be discussed, not in the spirit of the partizan or the sectarian, but in the independent and higher spirit of the Christian and the patriot. In surrendering the trust committed to it, the Board would call upon every true citizen to weigh his own responsibility in regard to the moral and religious education of the young.

It is evidently true that where a people are enlightened and virtuous, society has progressed and are far more happy and prosperous, than where ignorance and moral degradation have formed the national feature. Where men are moral, religious and educated, there is a nobler aspect of civilization and a less burden to the State for the correction of vice and the punishment of offenders. In our own land, communities may be selected where the prison is vacant and the magistrate a professional idler, while the school-teacher and the minister of religion perform their offices in the quiet repose and holy sacredness of their callings. In others the school is nearly abandoned, the teacher is meanly paid, there is no religious society, and the magistrate and the officer of the law are fully employed. We read the lessons of history in vain—lessons dyed in blood—whose alarming appeals come up from the records of every nation, if we do not learn and act as though we felt the force of the inspired truth, that "Righteousness exalteth a nation, but sin is a reproach to any people."

By order of the Board,

E. C. BENEDICT,
President.

ALBERT GILBERT,
Clerk.



Schedule No. 1.

Showing the length of time each School has been kept open, and the actual Average Attendance, and the Whole Number Taught in the several Schools, as appears from the Annual Returns for the year ending January 1st, 1855.

Schools.	Number of Sessions.	Average Attendance.	Whole number taught.	Location of School.
<i>School, No. 1.</i>				
Male Department,	445	207,368	597	} Fourth Ward, 245 William st., near Duane.
Female do.	444	144,344	369	
Primary do.	445	319,403	841	
<i>School, No. 2.</i>				
Male Department,	445	229, 5	674	} Seventh Ward, 116 Henry st., near Pike.
Female do.	445	280, 12	505	
Primary do.	446	327,158	959	
<i>School, No. 3.</i>				
Male Department,	382	306,298	679	} Ninth Ward, corner of Hudson and Grove sts.
Female do.	382	303, 46	802	
Primary do.	382	318,140	838	
<i>School, No. 4.</i>				
Male Department,	445	123, 57	366	} Thirteenth Ward, 203 Rivington street.
Female do.	444	184, 49	441	
Primary do.				
<i>School, No. 5.</i>				
Male Department,	292	150,229	291	} Fourteenth Ward, 222 Mott street.
Female do.	292	137,124	326	
Primary do.	292	172,283	582	
<i>School, No. 6.</i>				
Male and Female } Departments, }	486	283,430	817	} Twelfth Ward, Randall's Island.
Primary do.	486	394,242	1139	
<i>School, No. 7.</i>				
Male Department,	446	222,140	689	} Tenth Ward, 60 Christie st., near Hester.
Female do.	446	197,306	497	
<i>School, No. 8.</i>				
Male Department,	446	126, 28	390	} Eighth Ward, 66 Grand street, near Wooster.
Female do.	446	71,206	178	
Primary do.	446	199,440	356	

* In these Tables, the figures to the right, in the columns of Average Attendance, are intended to express the number of 460ths of a whole number used in the calculation. Thus, 207,368, as stated to be the average of the Male Department of Ward School, No. 1, is meant to express $207\frac{368}{460}$.

Schools.	Number of Sessions.	Average Attendance.	Whole number taught.	Location of School.
<i>School, No. 9.</i>				
Male Department,	444	76, 65	217	} 22d Ward, cor. of 82d st. and 11th Avenue.
Female do.	446	58,204	189	
<i>School, No. 10.</i>				
Male Department,	446	143, 75	381	} Fifteenth Ward, 180 Wooster street, near Bleecker.
Female do.	446	112,282	530	
Primary do.	446	257,456	621	
<i>School, No. 11.</i>				
Male Department,	450	194,336	686	} Sixteenth Ward, Seven- teenth street, near 8th Avenue.
Female do.	448	224, 68	587	
Primary do.	177	318, 51	715	
<i>School, No. 12.</i>				
Male Department,	447	197,105	533	} Seventh Ward, 371 Madi- son street, near Jack- son.
Female do.	447	148,389	390	
Primary do.	447	292,294	974	
<i>School, No. 13.</i>				
Male Department,	450	208,	784	} Seventeenth Ward, 298 Houston st., between Norfolk and Essex sts.
Female do.	450	176, 82	449	
Primary do.	450	328,163	896	
<i>School, No. 14.</i>				
Male Department,	450	289,	949	} Twenty-first Ward, Twenty-seventh st., near 3d Avenue.
Female do.	452	233,	636	
Primary do.	452	391, 84	1558	
<i>School, No. 15.</i>				
Male Department,	450	239, 48	732	} Eleventh Ward, 289 Fifth street, between Avenue C. and D.
Female do.	450	233,224	497	
Primary do.	450	311, 47	964	
<i>School, No. 16.</i>				
Male Department,	448	165, 91	581	} Ninth Ward, Thirteenth st., near Seventh Ave.
Female do.	448	151,287	593	
Primary do.	448	240,419	961	
<i>School, No. 17.</i>				
Male Department,	447	287, 71	551	} Twenty-second Ward, 47th street, between 8th and 9th Avenues.
Female do.	444	242,372	550	
Primary do.	443	433,	1265	
<i>School, No. 18.</i>				
Male Department,	441	164,123	530	} Nineteenth Ward, Fifty- first st, and Lexington Avenue.
Female do.	441	107,450	351	
Primary do.	439	238,182	939	
<i>School, No. 19.</i>				
Male Department,	450	284,168	995	} Seventeenth Ward, cor- ner First Avenue and Ninth Street.
Female do.	450	258,340	837	
Primary do.	450	466, 54	1745	
<i>School, No. 20.</i>				
Male Department,	445	329, 78	833	} Tenth Ward, Ludlow st., near Delancey.
Female do.	444	227,123	600	
Primary do.	444	531,389	1728	
<i>School, No. 21.</i>				
Male Department,	444	195, 79	644	} Fourteenth Ward, Ma- rion st., near Prince.
Female do.	444	163,253	407	
Primary do.	443	371,341	966	
<i>School, No. 22.</i>				
Male Department,	450	223,102	529	} Eleventh Ward, Stanton street, corner Sheriff.
Female do.	450	226,458	596	
Primary do.	450	393,	988	

Schools.	Number of Sessions.	Average Attendance.	Whole number taught.	Location of School.
<i>School, No. 23.</i>				
Male Department,	445	141,146	596	} Sixth Ward, 26 and 28 City Hall Place.
Female do.	445	88,279	314	
Primary do.	445	211,131	819	
<i>School, No. 24.</i>				
Male Department,	447	152,358	563	} Sixth Ward, Elm street, near Leonard.
Female do.	446	102,224	596	
Primary do.	446	219,430	785	
<i>School, No. 25.</i>				
Male Department,	440	115,315	489	} Fourth Ward, 13 Oak st.
Female do.	440	52,292	222	
Primary do.	440	124,439	541	
<i>School, No. 26.</i>				
Male Department,	444	207,284	591	} Fourth Ward, 32 James st., near Chatham.
Female do.	442	124,233	395	
Primary do.	444	325,170	1277	
<i>School, No. 27.</i>				
Male Department,	440	108,394	380	} Fourth Ward, 74 Oliver Street.
Female do.	440	48,180	190	
Primary do.	440	101, 95	399	
<i>School, No. 28.</i>				
Male Department,	450	251,403	687	} Twenty-second Ward, 40th st., near 8th ave.
Female do.	449	192,110	688	
Primary do.	450	450,430	1507	
<i>School, No. 29.</i>				
Male Department,	452	151, 97	481	} First Ward, 97 and 99 Greenwich street.
Female do.	448	135,445	359	
Primary do.	448	533,336	1650	
<i>School, No. 30.</i>	448	191, 11	557	11th Ward, 276 Second st.
<i>School, No. 31.</i>				
Male Department,	447	181,334	480	} Seventh Ward, Monroe st., near Montgomery.
Female do.	447	115,220	334	
Primary do.	447	312,	874	
<i>School, No. 32.</i>				
Male Department,	446	147, 77	340	} Fourteenth Ward, Orange st., near Grand.
Female do.	446	132,227	364	
Primary do.	443	374,424	1455	
<i>School, No. 33.</i>				
Male Department,	426	345, 38	828	} Twentieth Ward, 35th st., near 9th Avenue.
Female do.	426	307,424	886	
Primary do.	446	572,414	1712	
<i>School, No. 34.</i>				
Male Department,	448	218,143	675	} Thirteenth Ward, Broome street, between Sheriff and Willett.
Female do.	448	212,201	652	
Primary do.	448	453,437	1008	
<i>School, No. 35.</i>				
Male Department,	445	393,	1042	} Fifteenth Ward, Thir- teenth street, near 6th avenue.
Female do.	446	237,314	677	
Primary do.	446	368, 40	1160	
<i>School, No. 36.</i>				
Male Department,	451	265,247	926	} Eleventh Ward, Ninth st., near Avenue C.
Female do.	449	252,207	767	
Primary do.	449	466,430	1678	

Schools.	Number of Sessions.	Average Attendance.	Whole number taught.	Location of School.
<i>School, No. 37.</i>				
Male Department,	452	155,270	369	} Twelfth Ward, 86th st., near Fourth avenue.
Female do.	445	112, 39	333	
Primary do.	150	117, 92	246	
<i>School, No. 38.</i>				
Male Department,	446	307,262	785	} Eighth Ward, Clarke st., near Broome.
Female do.	444	297,	812	
Primary do.	446	492,413	1497	
<i>School, No. 39.</i>				
Male Department,	449	79, 56	244	} Twelfth Ward, 125th st., between 2d and 3d avenues.
Female do.	449	72,270	220	
Primary do.	449	166,454	594	
<i>School, No. 40.</i>				
Male Department,	450	491, 40	1251	} Eighteenth Ward, 20th st., between 1st and 2d avenues.
Female do.	448	326, 93	795	
Primary do.	450	602,194	2038	
<i>School, No. 41.</i>				
Male Department,	448	378,	1010	} Ninth Ward, Greenwich av., opposite Charles street.
Female do.	446	284,165	738	
Primary do.	445	504,267	1185	
<i>School, No. 42.</i>				
Male Department,	445	312,176	834	} Tenth Ward, Allen st., between Walker and Hester streets.
Female do.	445	258, 55	666	
Primary do.	445	534,388	1219	
<i>School, No. 43.</i>				
Male Department,	453	51,187	153	} 12th Ward, 129th st., and 10th av., Manhattanville.
Female do.	453	66,	257	
<i>School, No. 44.</i>				
Male Department,	442	339,272	859	} Fifth Ward, corner North Moore and Varick sts.,
Female do.	442	345,202	902	
Primary do.	442	576,393	1447	
<i>School, No. 45.</i>				
Male Department,	448	509, 46	1195	} Sixteenth Ward, 24th st., between 7th and 8th avenues.
Female do.	449	477,114	933	
Primary do.	449	775,255	1827	
<i>School, No. 46.</i>				
Male Department,	451	85,342	249	} Twelfth Ward, 156th street, between Ninth and Tenth avenues.
Female do.	451	74,174	241	
<i>School, No. 49.</i>				
Primary Departm't.	20	101, 18	159	} Twenty-first Ward, 37th st., bet. 2d and 3d ave's.
TOTAL.		33,121,443	95,905	

PRIMARY SCHOOLS.

Schools.	Sessions.	Average.	No. Taught.	Location of Schools.
Prim'y School, No. 1,	436	78,	231	10th Ward, 88 Orchard st., nr. Broome.
.. .. . 2,	444	150,	596	6th Ward, 103 Bayard st., nr. Baxter.
.. .. . 3,	322	95,156	243	11th Ward, 100 Cannon st., nr. Stanton.
.. .. . 4,	444	151,	538	10th Ward, Christie st., nr. Delaney.
.. .. . 5,	446	78,	305	7th Ward, 401 Cherry st., nr. Scammel.
.. .. . 6,	447	133,386	715	13th Ward, Suffolk st., nr. Delaney.
.. .. . 7,	448	176,	455	11 Ward, 321 Sixth st., bt. av. B & C.
.. .. . 8,	446	190,117	395	8th Ward, 23 King st., nr. McDaugal.
.. .. . 9,	134	132,	196	9th Ward, cor. Bleecker & Amos st.
.. .. . 10,	448	185,280	356	9th Ward, 174 Amos st., nr. Washingt'n.
.. .. . 11,	84	97,247	197	6th Ward, Pearl street, near Elm.
.. .. . 12,	448	161,173	667	13th Ward, Broome st., corner Ridge.
.. .. . 13,	448	192,	571	6th Ward, 101 Bayard st., nr. Baxter.
.. .. . 14,	446	118, 43	221	10th Wd., rear of W.S. 7, 60 Christie st.
.. .. . 15,	446	144,	346	17th Ward, 36 Stanton st., nr. Christie.
.. .. . 16,	448	181,106	538	13th Ward, Cannon st., near Broome.
.. .. . 17,	440	118,257	445	5th Ward, 461 Greenwich street.
.. .. . 18,	447	89,	263	7th Ward, 401 Cherry st., nr. Scammel.
.. .. . 19,	428	160,296	500	16th Ward, 20th st., nr. Seventh av.
.. .. . 20,	448	132,242	409	11th Ward, cor. 4th st. and avenue C.
.. .. . 21,	450	146,395	422	13th Wd., base't W.S. 4, 203 Rivington.
.. .. . 22,	448	221,442	487	9th Ward, cor. Bleecker & Downing sts.
.. .. . 23, }	445	88,	252	8th Ward, 61 Thompson street.
.. .. . 24, }	447	117,	297	} 16th Ward, 98 17th st., nr. Washin'n.
.. .. . 25,	447	138,228	438	
.. .. . 26,	448	129,149	392	9th Ward, 174 Amos st., nr. Washin'g'n.
.. .. . 27,	436	82,	305	6th Ward, 114 White st., cor. Centre.
.. .. . 28,	446	345,	693	1st Ward, 3 Stone street.
.. .. . 29, }	448	97,299	291	} 9th Ward, 175 Barrow street, near
.. .. . 30,	448	185,450	353	
.. .. . 31,	447	93, 26	372	18th Ward, 25th st., bet. Madi'n & 4th av.
.. .. . 32,	449	152,	574	22nd Ward, cor. 43d st. and 8th av.
.. .. . 33,	438	148,112	523	5th Ward, 461 Greenwich street.
.. .. . 34,	448	108,	266	} 9th Ward, Factory street, nr. Bank.
.. .. . 35,	448	96,	256	
.. .. . 36,	446	180, 59	375	10th Ward, rear W. S. 7, 60 Christie st.,
.. .. . 37,	450	168,250	523	16th Ward, 232 West 18th street.
.. .. . 38,	448	108,850	301	} 13th Ward, rear of 147 Clinton st.
.. .. . 39,	448	102,334	283	
.. .. . 40,	332	104,232	348	11th Ward, 100 Cannon st., nr. Stanton.
.. .. . 41,	448	97,151	365	} 13th Ward, corner Rivington and
.. .. . 42,	448	181, 81	324	
.. .. . 43,	448	195,214	685	Gocrek streets.
.. .. . 44,	440	94,	287	17th Ward, cor. Houston & Eldridgests.
.. .. . 45,	440	97,	276	} 17th Ward, 11th st., between 3d and
.. .. . 46,	450	185,459	590	
.. .. . 47,				4th avenues.
.. .. . 48,				16th Ward, 233 West 18th street.

Schools.	Sessions.	Average.	No. Taught.	Location of Schools.
Prim'y School, No. 49,	448	190,	672	9th Ward, Horatio st., nr. 8th avenue.
.. .. 50,	444	120,272	358	} 8th Ward, 545 Greenwich street.
.. .. 51,	444	79, 25	295	
.. .. 52,	427	101, 67	260	18th Wd., 25th st., bet. Madison & 4th a.
.. .. 53,	449	219,176	738	11th Ward, 4th st., nr. avenue D.
.. .. 54,	446	349,276	979	20th Ward, 29th st., nr. 9th avenue.
.. .. 55,	453	105,282	437	19th Ward 84th st., nr. 4th avenue.
.. .. 56,	126	419,103	814	20th Ward, 37th st., nr. 10th avenue.
.. .. 57,	450	294, 61	890	18th Ward, cor. 23d st. and 3d avenue.
.. .. 58,	155	510,126	777	18th Ward, 19th st., bet. 1st avenue and avenue A.
Total,		8822	24,685	

COLORED SCHOOLS.

Schools.	Sessions.	Average.	No. Taught.	Location of Schools.
<i>Colored School, No. 1,</i>				
Male Department,	450	141, 42	284	} 14th Ward, 135 Mulberry st., bet. Grand and Hester streets.
Female do.	450	103, 31	262	
<i>Colored School, No. 2,</i>				
Male Department,	446	42,237	116	} 8th Ward, 51 Laurens street, near Broome.
Female do.	446	56,204	136	
Primary do.	446	95,285	305	
<i>Colored School, No. 3,</i>	450	57,177	180	19th Ward, Yorkville.
<i>Colored School, No. 4,</i>	447	45, 35	65	12th Ward, 117th st., nr. 2d avenue.
<i>Colored School, No. 5,</i>				
Male Department,	452	43,140	184	} 5th Ward, 19 Thomas street.
Female do.	444	47,347	130	
Primary do.	444	65,128	365	
<i>Colored School No. 6,</i>	411	36,162	178	20th Ward, 27th st., nr. 8th avenue.
<i>Primary School, No. 1,</i>	442	85,106	262	16th Ward, 15th st., nr. 7th avenue.
.. .. 2,	450	66,	191	} 11th Ward, rear of Church, in 2d st. near avenue C.
.. .. 3,		58,	180	
Total,		943, 54	2938	

CORPORATE SCHOOLS.

Schools.	Number of Sessions.	Average Attendance.	No. Taught.
<i>Hamilton Free School</i> ,.....		31,	83
<i>Mechanics' Society School</i> ,			
Male Department,.....	211	8,350	18
Female do.	426	11,	26
<i>New York Orphan Asylum</i> ,			
Male Department,.....	476	59,407	64
Female do.	505	60,365	78
Primary do.	506	55,307	67
<i>Roman Catholic Orphan Asylum</i> ,			
Male Department,.....	497	247,	355
Female do.	480	360,	424
<i>Roman Catholic Half Orphan Asylum</i> ,.....	450	121,	
<i>Lcake and Watts' Orphan House</i> ,			263
Male Department,.....	512	122,425	181
Female do.	512	77,205	102
<i>Protestant Half Orphan Asylum</i> ,.....	516	195,	257
<i>American Female Guardian Society</i> ,.....	510	140,	480
<i>House of Refuge</i> ,			
Male Department,.....	460	288,231	655
Female do.	442	53,355	141
<i>New York Juvenile Asylum</i> ,.....	600	333,	662
<i>House of Reception of do.</i>	316	60,	821
<i>Colored Orphan Asylum</i> ,.....	616	279,204	403
Total,.....		2503	5080

Schedule No. 2.*Showing the Apportionment to each School for 1854.*

School.		Am't to each.
No. 1	Male Department.....	\$1708 88
	Female do.	1031 62
	Primary do.	2165 62
2	Male Department.....	1653 75
	Female do.	1197 00
	Primary do.	2417 63
3	Male Department.....	2212 88
	Female do.	2331 00
	Primary do.	2063 25
4	Male Department.....	1307 25
	Female do.	1449 00
	Primary do.	1299 37
5	Male Department.....	1228 50
	Female do.	1110 37
	Primary do.	1622 25
6	Male and Female Departments.....	2433 38
	Primary Department.....	3079 12
7	Male Department.....	1764 00
	Female do.	1512 00
8	Male Department.....	960 75
	Female do.	653 62
	Primary do.	1323 00
9	Male Department.....	669 38
	Female do.	496 12
10	Male Department.....	1252 12
	Female do.	984 38
	Primary do.	1708 88
11	Male Department.....	1543 50
	Female do.	1512 00
	Primary do.	2338 88
12	Male Department.....	1535 62
	Female do.	1189 13
	Primary do.	2323 12
13	Male Department.....	1661 62
	Female do.	1370 25
	Primary do.	2693 25
14	Male Department.....	2134 12
	Female do.	1834 88
	Primary do.	3205 13
15	Male Department.....	1850 62
	Female do.	1740 38
	Primary do.	2354 62
16	Male Department.....	1433 25
	Female do.	1118 25
	Primary do.	1664 00

School.		Am't to each.
No. 17	Male Department.....	\$2079 00
	Female do.	1755 12
	Primary do.	3039 75
18	Male Department.....	1157 62
	Female do.	1803 25
	Primary do.	1834 88
19	Male Department.....	2252 25
	Female do.	1819 12
	Primary do.	3764 25
20	Male Department.....	2252 25
	Female do.	1819 12
	Primary do.	4507 63
21	Male Department.....	1586 00
	Female do.	874 13
	Primary do.	2338 87
22	Male Department.....	1874 25
	Female do.	1771 88
	Primary do.	2842 87
23	Male Department.....	1110 38
	Female do.	811 12
	Primary do.	1795 50
24	Male Department.....	1118 25
	Female do.	790 87
	Primary do.	1732 50
25		2307 38
26	Male Department.....	1771 87
	Female do.	1055 25
	Primary do.	3142 13
27		2496 38
28	Male Department.....	2071 12
	Female do.	1535 63
	Primary do.	2197 25
29	Male Department.....	1126 12
	Female do.	1055 25
	Primary do.	4473 00
30		1480 50
31	Male Department.....	1283 62
	Female do.	897 75
	Primary do.	2638 13
32	Male Department.....	1141 87
	Female do.	937 13
	Primary do.	3047 62
33	Male Department.....	2361 75
	Female do.	2197 12
	Primary do.	4205 25
34	Male Department.....	1834 88
	Female do.	1645 87
	Primary do.	4181 68
35	Male Department.....	2913 75
	Female do.	1960 88
	Primary do.	2449 12
36	Male Department.....	1834 88
	Female do.	1685 25
	Primary do.	3449 25
37	Male Department.....	1393 88
	Female do.	874 13
38	Male Department.....	2401 87
	Female do.	2315 25
	Primary do.	3843 00

School.		Am't to each.
No. 39	Male Department.....	622 13
	Female do.	598 50
	Primary do.	1409 63
40	Male Department.....	3630 38
	Female do.	2512 12
	Primary do.	5937 75
41	Male Department.....	3236 62
	Female do.	2386 13
	Primary do.	4284 00
42	Male Department.....	2331 00
	Female do.	2110 50
	Primary do.	4740 75
43	Male Department.....	385 88
	Female do.	417 37
44	Male Department.....	2622 38
	Female do.	2622 37
	Primary do.	4307 62
45	Male Department.....	3992 62
	Female do.	3583 13
	Primary do.	6599 25
46	Male Department.....	582 75
	Female do.	480 38
	Total.....	\$257,378 62

PRIMARY SCHOOLS.

Primary Schools.		Amount.	Primary Schools.		Amount.
No.	1.	\$756 00	No.	30.	\$1519 88
	2.	1291 50		31.	756 00
	3.	787 50		32.	700 87
	4.	1299 37		33.	606 38
	5.	551 25		34.	1197 00
	6.	866 25		35.	811 12
	7.	937 13		36.	543 38
	8.	1323 00		37.	559 13
	9.	1110 37		38.	897 75
	10.	1015 88		39.	984 37
	11.	1055 25		40.	803 25
	12.	1071 00		41.	756 00
	13.	1661 62		42.	889 88
	14.	968 63		43.	685 12
	15.	882 00		44.	826 88
	16.	1173 38		45.	1267 87
	17.	771 75		46.	803 25
	18.	850 50		47.	1575 00
	19.	1204 88		48.	1078 88
	20.	874 12		49.	1386 00
	21.	1890 00		50.	1000 13
	22.	1323 00		51.	759 03
	23.	448 88		52.	661 50
	24.	567 00		53.	1700 37
	25.	854 75		54.	2331 00
	26.	882 00		55.	858 37
	27.	1031 62		57.	1338 75
	28.	677 25			
	29.	1055 25			
				Total.....	\$56,458 29

COLORED SCHOOLS.

Colored School.		Amount to each.
No. 1	Male.....	\$1189 13
	Female.....	952 87
2	Male.....	362 25
	Female.....	464 62
	Primary.....	787 50
3	.....	165 38
4	.....	110 25
5	Male.....	362 25
	Female.....	417 38
	Primary.....	582 75
	.....	346 50
Primary		
No. 1	.....	489 24
2	.....	504 00
3	.....	496 12
Total Colored Schools.....		\$7230 24

CORPORATE SCHOOLS.

	Amount to each Dep'm't.	Amount to each School.
New York Orphan Asylum—		
Male Department.....	\$499 89	
Female “	431 79	
Primary “	481 42	\$1413 10
Roman Catholic Orphan Asylum—		
Male Department.....	2779 88	
Female “	1866 37	4646 25
Roman Catholic Half-Orphan Asylum.....		968 62
Protestant Half-Orphan Asylum.....		1531 69
Mechanics' Society School—		
Male Department.....	113 40	
Female “	121 27	234 67
House of Refuge—		
Male Department.....	2671 47	
Female “	525 67	3197 14
Hamilton Free School.....		250 68
Leake and Watts' Orphan House—		
Male Department.....	1050 46	
Female “	582 75	1633 21
Female Guardian Society.....		409 50
New York Juvenile Asylum.....		1231 12
Colored Orphan Asylum—		
1st and 2d Departments.....	829 36	
3d “	739 05	
4th “	379 83	
5th “	120 57	2068 81
Total Corporate Schools.....		\$17,584 79

RECAPITULATION.

Grammar Schools and Primary Departments	\$257,378 62
Primary Schools.....	56,458 29
Colored Schools.....	7,230 24
Corporate Schools.....	17,583 79
Total.....	\$338,651 94

Schedule No. 3.

Showing the amount paid for Teachers' Salaries, Books and Stationery, Repairs and Supplies, Fuel, &c., in the Ward Schools of each Ward, and the amount of Supplies from the Depository, for the year ending December 31, 1854.

Schools.	Teachers' Salaries.	Books and Stationery.	Repairs.	Supplies.	Fuel.	Janitors' Wages.	Cleaning.	Printing and Advertising.	Assessments.	Furniture.	Supplies from Depository.	Total.
1st Ward.	\$8,056 68	.....	\$418 08	\$342 69	\$988 97	\$430 00	\$334 48	\$14 63	.....	\$68 50	\$1,355 09	\$12,609 12
4th "	13,883 80	277 80	1,007 13	304 35	1,126 82	491 70	422 68	.....	.....	15 00	2,428 39	19,957 67
5th "	11,900 46	12 72	1,704 09	473 85	704 29	725 07	217 19	227 60	.....	18 00	2,036 01	18,019 28
6th "	14,324 79	294 43	1,248 38	157 19	757 40	950 99	219 06	2 00	.....	.....	1,533 22	19,527 46
7th "	19,120 56	83 98	2,375 73	484 89	1,346 49	841 21	495 18	108 18	.....	42 00	2,863 81	27,762 03
8th "	16,196 89	81 64	1,154 31	244 53	1,425 73	720 10	300 91	91 88	.....	.....	2,279 46	22,495 45
9th "	25,112 33	.....	1,270 44	24 32	2,224 10	1,150 70	314 00	170 50	.....	.....	3,442 23	33,708 62
10th "	22,152 40	195 12	1,351 86	158 65	1,839 12	970 02	283 50	78 58	115 68	55 75	3,844 57	31,045 25
11th "	23,667 74	172 00	2,326 87	128 25	2,668 84	908 63	519 57	15 00	.....	65 50	4,721 05	35,193 45
12th "	11,993 11	13 56	697 72	22 00	506 81	312 13	80 25	43 70	.....	143 57	1,989 33	15,802 27
13th "	20,450 67	50 45	1,321 05	382 54	1,042 56	737 80	296 04	279 63	221 29	165 12	1,903 65	26,850 80
14th "	16,288 18	12 00	533 94	251 80	1,546 44	975 85	241 84	.....	.....	.....	2,233 29	22,083 34
15th "	12,178 26	377 21	562 95	176 04	1,035 61	610 42	164 50	9 00	.....	54 75	2,760 21	17,928 95
16th "	18,808 70	733 41	1,272 77	202 02	1,521 03	989 38	217 50	161 16	48 05	.....	3,321 25	27,275 27
17th "	10,749 01	65 35	255 63	111 74	988 60	465 00	108 73	38 85	.....	56 13	2,840 33	15,679 37
18th "	11,104 81	614 74	779 27	199 46	1,270 68	516 80	160 31	111 64	.....	56 32	2,183 55	16,997 38
19th "	5,414 27	311 08	266 83	.....	539 50	176 00	105 00	5 00	.....	.....	815 52	7,633 20
20th "	8,711 93	55 00	1,053 80	171 66	528 17	344 17	102 94	12 00	.....	.....	2,066 64	13,046 31
21st "	5,346 78	179 14	436 48	216 81	409 07	292 46	50 75	45 43	.....	.....	1,514 33	8,491 25
22d "	15,500 19	35 99	873 42	25 02	1,303 36	624 00	134 00	42 32	118 24	47 50	3,384 18	22,097 22
Total....	\$291,610 56	\$3,565 62	\$20,910 75	\$4,077 81	\$23,773 59	\$13,232 43	\$4,768 43	\$1,457 19	\$503 26	\$788 14	\$49,515 91	\$414,203 69

Schedule No. 4.

*Showing the Total Value of Books and Supplies furnished from the Depository,
during the year ending December, 31, 1854.*

To the Grammar Schools and Primary Departments,.....	\$42,439 61
“ Primary Schools,.....	5,766 98
“ Colored Schools,	1,024 38
“ Colored Primary Schools,.....	284 93
“ Evening Schools,.....	2,648 41
“ Colored Evening Schools,.....	38 36
“ Male and Female Normal Schools,.....	2,194 27
“ Colored Normal School,.....	39 72
“ Free Academy,.....	2,675 29
“ Expense Account,.....	442 25
<hr/>	
Total,.....	\$57,554 20

Table showing the Amount of Supplies delivered from the Depository to each Department of the Ward Schools for the Year ending December 31, 1854.

Schools.		Grammar Schools for Boys.	Grammar Schools for Girls.	Primary Departments.	Total.
No.	1.....	\$627 81	\$226 05	\$168 20	\$1,022 06
"	2.....	509 44	563 94	98 17	1,171 55
"	3.....	301 61	348 33	150 90	800 84
"	4.....	205 34	223 28	.....	428 62
"	5.....	400 38	109 12	78 27	596 77
"	6.....	234 55	31 88	46 13	312 56
"	7.....	439 85	537 29	.....	977 14
"	8.....	217 16	112 78	83 74	413 68
"	9.....	144 22	180 80	.....	325 02
"	10.....	265 69	375 65	144 78	786 12
"	11.....	438 54	710 38	69 63	1,218 55
"	12.....	524 78	274 28	58 86	857 92
"	13.....	602 95	345 69	179 18	1,127 82
"	14.....	858 58	430 14	170 95	1,459 67
"	15.....	410 73	574 12	130 86	1,115 71
"	16.....	226 63	289 22	177 68	693 53
"	17.....	759 04	593 29	179 12	1,531 45
"	18.....	223 71	385 41	96 31	705 43
"	19.....	671 05	572 72	96 14	1,339 91
"	20.....	685 62	456 38	196 53	1,338 53
"	21.....	345 68	214 03	169 89	729 60
"	22.....	573 88	673 10	133 82	1,380 80
"	23.....	380 49	133 22	194 46	708 17
"	24.....	318 46	147 61	118 83	584 90
"	25.....	356 85	.....	.....	356 85
"	26.....	352 55	305 47	93 90	751 92
"	27.....	297 56	.....	.....	297 56
"	28.....	498 62	698 45	166 98	1,364 05
"	29.....	489 65	309 39	216 57	1,015 61
"	30.....	141 98	.....	.....	141 98
"	31.....	373 59	204 42	93 96	671 97
"	32.....	254 26	189 70	99 69	543 65
"	33.....	433 60	629 09	144 18	1,206 87
"	34.....	270 55	425 00	89 80	785 35
"	35.....	1,160 31	658 82	154 96	1,974 09
"	36.....	495 58	783 52	176 12	1,455 22
"	37.....	374 72	351 87	189 64	916 23
"	38.....	636 55	555 37	125 56	1,317 48
"	39.....	66 83	102 07	119 15	288 05
"	40.....	692 97	580 75	151 66	1,425 38
"	41.....	697 71	351 46	239 00	1,288 17
"	42.....	608 37	403 98	226 77	1,239 12
"	43.....	139 36	68 67	.....	208 03
"	44.....	1,032 32	375 72	214 97	1,623 01
"	45.....	639 01	599 99	350 71	1,589 71
"	46.....	104 01	141 10	.....	245 11
"	47.....	.....	.....	.....	.....
"	48.....	.....	.....	.....	.....
"	49.....	.....	.....	54 66	54 66
Total.....		\$20,492 14	\$16,243 55	\$15,650 73	\$42,386 42
7th Ward.....		.....	.....	53 19	53 19
					\$42,439 61

Table Showing the Amount of Supplies delivered from the Depository, to each of the Primary Schools, for the Year ending December 31, 1854.

No. 1.....	\$64 14	No. 30.....	\$87 97
" 2.....	97 87	" 31.....	50 25
" 3.....	45 65	" 32.....	51 61
" 4.....	129 27	" 33.....	121 59
" 5.....	50 66	" 34.....	110 14
" 6.....	100 35	" 35.....	124 52
" 7.....	40 92	" 36.....	126 45
" 8.....	53 96	" 37.....	41 82
" 9.....	31 92	" 38.....	66 11
" 10.....	94 96	" 39.....	69 00
" 11.....	14 27	" 40.....	32 46
" 12.....	74 01	" 41.....	24 83
" 13.....	95 45	" 42.....	116 64
" 14.....	30 26	" 43.....	88 68
" 15.....	65 23	" 44.....	81 83
" 16.....	229 40	" 45.....	157 72
" 17.....	95 14	" 46.....	71 64
" 18.....	58 52	" 47.....	78 01
" 19.....	90 46	" 48.....	121 76
" 20.....	83 42	" 49.....	81 90
" 21.....	58 12	" 50.....	73 42
" 22.....	106 97	" 51.....	48 20
" 23.....	.....	" 52.....	100 32
" 24.....	46 06	" 53.....	120 10
" 25.....	70 12	" 54.....	196 43
" 26.....	67 53	" 55.....	110 09
" 27.....	73 81	" 56.....	595 10
" 28.....	32 56	" 57.....	213 61
" 29.....	77 79	" 58.....	322 45
" 29 & 30.....	173 72		
			\$5,766 98

Table Showing the Amount of Supplies delivered from the Depository, to each of the Colored Primary and Normal Schools, and to each Department of the Colored Ward Day and Evening Schools, for the Year ending December 31, 1854.

Colored Ward Schools.	Male Department.	Female Department.	Primary Department.	Total.	
No. 1.....	\$190 25	\$173 02	.....	\$363 27	
" 2.....	163 20	113 29	50 17	326 66	
" 3.....	.....	.....	53 52	53 52	
" 4.....	.....	.....	19 35	19 35	
" 5.....	93 69	80 58	19 07	193 34	
" 6.....	.....	.....	68 24	68 24	1,024 38
Colored Primary Schools,					
No. 1.....	.....	.....	.....	94 12	
" 2.....	.....	.....	.....	85 69	
" 3.....	.....	.....	.....	105 12	284 93
Colored Evening Schools,					
8th Ward,....	8 58	29 78	.....	38 36	38 36
Colored Normal School,	.....	.....	.....	39 72	39 72
				\$1,387 39	\$1,387 39

Table showing the amount of Supplies delivered from the Depository, to each Department of the Evening Schools and Normal Schools, and to the Free Academy, for the Year ending December 31, 1854.

Evening Schools.	Male Department.	Female Department,	Total.	
1st Ward,.....	\$168 68	\$125 39	294 07	
4th "	186 11	35 74	221 85	
5th "	93 51	.....	93 51	
6th "	84 05	.....	84 05	
7th "	67 29	.....	67 29	
8th "	74 42	100 74	175 16	
9th "	177 61	.....	177 61	
10th "	305 77	63 51	369 28	
11th "	79 05	62 92	141 97	
12th " Harlem,.....	37 80	.....	37 80	
14th "	121 81	80 62	202 43	
15th "	127 36	52 84	180 20	
16th "	128 81	.....	128 81	
18th "	109 97	60 78	170 75	
22nd "	260 98	42 65	303 63	2,648 41
	\$2,023 22	625 19		
Normal School,.....	233 69	1,960 58	2,194 27	2,194 27
Free Academy,.....	.....	.....	2,675 29	2,675 29
			\$7,517 97	\$7,517 97
Expense Account,.....	.....	.....	442 25	442 25
			\$7,960 22	\$7,960 22

APPENDIX.



CITY SUPERINTENDENT'S REPORT, JANUARY 1, 1855.

REPORT ON EVENING SCHOOLS, JANUARY 1, 1855.

REPORT ON NORMAL SCHOOLS, JANUARY 1, 1855.

REPORT ON THE FREE ACADEMY, JANUARY 1, 1855.

REPORT

OF

THE CITY SUPERINTENDENT.

REPORT.

CITY SUPERINTENDENT'S OFFICE, {
New York, Dec. 30. 1854. }

To the Honorable the Board of Education :

I have the honor to transmit herewith the reports of Assistant Superintendents McKee and Seton, of the semi-annual examinations of the several Grammar and Primary Schools, conducted under their charge respectively, and in relation to the general condition of the Schools visited by them in the discharge of their official duties. These reports will be found of the highest interest and importance ; and so far as my own observation and experience extend, the various suggestions and recommendations therein contained are deserving of the early attention and favorable action of the Board. The constant pressure of other official duties has prevented my attendance on these examinations, except in a very few instances ; and the brief period which has elapsed since entering upon the important and responsible duties devolved upon me, necessarily precludes that full acquaintance with the actual condition and practical working of our extended system of public instruction, which is indispensable to a complete exposition of its merits and objects. This deficiency, however, so far as relates to the course of instruction, government and discipline, and general results of the several Public Schools under the jurisdiction of the Board, will be found to have been amply supplied by the experience, abilities and industry of my associates and assistants.

ORGANIZATION OF THE SYSTEM.

The system of public instruction which has been adopted, and is now in operation in this great metropolis has been conceived in an enlightened and comprehensive spirit, based upon long experience, and availing itself of the concentrated wisdom and practical results of the past half century. All that was excellent and valuable in the noble system devised and matured by the late Public School Society, has been incorporated with the discoveries and improvements of the present day, and the whole consolidated into a compact, efficient and vigorous organization. Ample provision has been made for the education and instruction of every child of suitable age, in institutions admirably adapted to the purposes they were designed to subserve; and although the annual expenditure for this object verges on and will soon exceed a million of dollars, over and above the State appropriation, the public sentiment cheerfully sanctions and sustains every extension of the system which promises to include within its elevating and ennobling influence, an increased number of hitherto destitute and ignorant children, or to furnish increased facilities for the mental and moral culture of those already subjected to its discipline and control. The local Boards of Trustees, Inspectors and other School Officers of each Ward exercise a constant and pervading vigilance over the administration of the several schools within their immediate jurisdiction, furnishing each with a corps of competent and experienced teachers, and regulating the expenditure of that portion of the public funds committed to their charge with scrupulous fidelity and rigid economy, while at the same time no ill-directed spirit of parsimony is suffered to interfere with the true welfare and improvement of the Schools, in any of their departments.

The Board of Education, consisting of officers, one-half of whom are annually elected by the respective Wards, and who, when assembled, represent the educational interests of the entire city, gives tone, energy and executive efficiency to the operation of the whole system; and by the high character of its members, their experience, and known devotion to the interests

they represent, inspires the fullest confidence in, and commands the highest regard of the community. Under the direction of this responsible body, the immediate supervision of the Schools is committed to the Principals and Vice-Principals of the respective departments ; while the Superintendent and his associates are required frequently and periodically to visit, examine and inspect every institution under the charge of the Board ; to ascertain the progress of each, to advise and counsel with the teachers, trustees and local officers in relation to the management and discipline of the School, the course of instruction pursued, the best books used, and the condition of the School-houses and of the School in all its aspects, to examine and license teachers of every grade, and "generally, by all the means in their power, under the regulations of the Board of Education in respect thereto, to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interests of the Schools committed to their charge."

The practical results of this organization, embracing its financial administration, the number of children under instruction, the average attendance upon the Schools, and a great variety of other statistical information, will be found embraced in the Annual Report of the Board, and need not be repeated in this place.

NORMAL SCHOOLS.

Through the agency of the Normal Schools established by the Board, the several teachers not holding certificates of the highest grade of qualifications and attainments, are enabled to pursue a system of instruction which, in comparatively a brief period, places them upon a footing of equality in this respect with those occupying the highest positions, while at the same time they are subjecting to the test of practical operation the various theories of instruction and scientific principles thus communicated. The addition of a school for the instruction and preparation of those who desire or design to devote themselves to the business and profession of teaching, although not actually employed in the schools, would form a fitting and proper com-

plement to the present institution, which should on no account be abandoned or superseded. It seems especially desirable, also, that some additional provision should be made, at the earliest practicable period, for the more full and adequate realization in this institution of the idea of a Normal or Model School, for the communication to its pupils, in addition to all the necessary scientific acquirements requisite to the accomplished teacher, of the ability *to communicate* these acquirements in the most successful manner, and so to govern, discipline and administer the schools committed to their charge, as to secure the highest possible results in the shortest period of time. The establishment and organization of one or more experimental schools, in favorable locations, to be filled up with children taken indiscriminately from any portion of the city, and who are not enrolled in any of the ward schools, placed under the charge of an experienced and competent principal, and divided into a convenient number of classes, to be instructed in turn for a few weeks by pupils of the graduating class of each of the Normal Schools, under the supervision and inspection of the principal, would seem to present a valuable instrumentality for the accomplishment of this object, while at the same time it would have the effect of extending the privilege of instruction to a large class of children who might not otherwise be induced to avail themselves of the benefits of the schools.

EVENING SCHOOLS.

The numerous Evening Schools established in different sections of the city, for the instruction of that large and constantly increasing portion of our population, whose time during the day is constantly and necessarily occupied in industrial pursuits, are accomplishing a vast amount of good, by the diffusion of the blessings of education among those who otherwise would be compelled to grope their way in hopeless ignorance through the devious thoroughfare of life. Upwards of five thousand have been in attendance upon these schools during the past quarter, showing a very rapid and gratifying increase in this respect over any preceding year. The attention of the Board is re-

spectfully and earnestly requested to the extension and improvement of this most interesting class of our public schools, by such means as may be deemed most efficacious and available. The increase of the number of teachers, the extension of the number of hours for instruction, and the appointment of a suitable corps of lecturers in the various arts and sciences, are among the agencies which it is believed may best conduce to this end.

FREE ACADEMY.

The Free Academy has, thus far, amply vindicated the wisdom which directed its establishment, and continues annually to send forth from its halls a class of young men, thoroughly instructed in all those branches of education which are communicated in our colleges of the highest grade. Open and free to all the male pupils of the public schools of one year's standing, who possess the requisite qualifications in point of scholarship and moral character, it affords unequaled advantages to those for whom it was especially designed—the children of parents whose circumstances and situation in life are such as to preclude them from availing themselves of the benefits of a higher academical, collegiate or university course. Its accommodations are amply sufficient, in all respects, for more than double its present number of pupils; its corps of instructors are of the highest grade; and its course of study well adapted to the requirements of the age in which we live, and to the practical purposes of active life.

The time has, it is believed, fully arrived when the principle which underlies the organization and establishment of this institution should be extended to such of the female pupils of our Grammar Schools, as may desire to avail themselves of a more extended course of instruction. It is alike invidious and unjust to discriminate between male and female pupils in this respect. If the system of free collegiate and academical instruction for the former, is sound and justifiable, the principle is equally applicable to institutions designed for the highest culture and advancement of the minds and hearts of the latter.

COURSE OF INSTRUCTION.

The system of instruction pursued in the several schools of every grade under the charge of the Board, appears to be thorough and complete in all the branches to which it extends. It may be questioned, however, under the comprehensive views of education which are now beginning to prevail wherever modern science has penetrated, and the philosophy of elementary instruction is well understood, whether this system may not be considerably expanded and improved; whether a course of instruction, however thorough, which is mainly and chiefly directed to the culture of the intellectual faculties, and which does not embrace as a distinctive and essential element, the higher moral nature, can be regarded as fulfilling the idea of a complete education; and whether the intellect itself is disciplined and cultivated as fully and judiciously as the means and resources at the command of the skilful and enlightened teacher may admit. A few suggestions on these various points may not be deemed out of place in this communication.

MORAL CULTURE.

Education has been properly defined as the development, direction and culture of the human mind. In its most comprehensive import, it includes the aggregate of all the varied influences brought to bear upon the mind from every source, external or internal, from the cradle to the grave. In a more restricted sense, it may be said to consist in that elementary training of the various powers, faculties and affections of our nature, which shall most effectually fit us for the discharge of all the duties of human life, and enable us adequately to appreciate and faithfully to improve our higher moral and religious nature. The true philosophy of education is, therefore, to be sought in a careful investigation of our mental and moral faculties, their original destination, the objects, and proper ends and aims of our being, and the means by which we may best attain these objects and accomplish these ends and aims.

It must be obvious to the most superficial thinker, that no

system of education can be of any validity which omits to take into the account as a primary and indispensable element, the distinctive nature and character of the being to be educated, and the circumstances both physical and moral, by which he is surrounded. Man is an immortal being; endowed by his Creator with all those faculties both of mind and body, which, properly appreciated and faithfully used, were designed to contribute in the highest possible degree to his happiness and well-being, here and hereafter.

Upon the broad foundations, therefore, of an assured conviction of the immortality of our existence as sentient and intelligent beings, and of the truth of that Christian Revelation which has shed its clear and benignant light upon our path, must we construct the work of education, if we would take account of all the elements which underlie the formation of character. Without entering upon any of those controverted grounds which have originated and perpetuated distinctive views on the part of numerous sects, all agreeing in the fundamental principles and great leading doctrines of Christianity, we should plant ourselves at once upon those principles and doctrines conceded by all, of every denomination and every sect, who worship and acknowledge one common Creator and Redeemer, and reverently look up to Him for guidance and direction in this life, and an immortality of existence in that which is to come—where each shall reap there, as he has sown here.

Far other and different will be the work of education for a being thus circumstanced, from that which might well suffice in view of a faith less comprehensive and sublime. If our destiny were restricted to the utmost boundary of our mortal existence, and none of our thoughts or actions, our designs or pursuits, could reach beyond the transitory effects of this present life, many of the noblest and deepest lessons of instruction and wisdom, which the Christian pupil must early imbibe and assiduously cherish and obey, would be needless and useless. The ends at which the Christian teacher aims, the motives by which the expanding minds committed to his charge must be guided and governed, the whole course, in short, of intellectual and moral discipline to be pursued in the formation of the character and the habits, and the direction of the mind, must radically

differ. The great truths, that we are immortal and responsible beings—that the will of our Creator, in reference to our conduct and our duty, in thought, no less than in word and deed, throughout every period of our intelligent existence, has been communicated to us—and that our present and future well-being, in time and throughout eternity, are wholly and inevitably dependent upon the affections we now hourly and daily cultivate and cherish, the actions we now perform, the habits and character we are now engaged in maturing—these convictions based upon the paramount authority of Divine Revelation must constitute the corner-stone of every sound and enlightened system of Christian education. The attainment of present pleasure, the gratification of immediate appetite and passion, the acquisition of wealth, of fame and power as ultimate ends of our ambition, and the pursuit of knowledge in all its varied and far-reaching shapes, as subsidiary and rely to the accomplishment of these objects, or of others terminating with the individual, may all be secured by a process of education in which Christianity, both in the letter and the spirit, may be ignored: and through this process the intellectual faculties of our nature may be most assiduously and extensively cultivated, and many of the noblest and highest objects of society and of government promoted and accomplished. Such a process, however, falls infinitely short of the demands and requisitions of our higher nature—and leaves its finest issues, and its noblest capabilities, untouched and undeveloped. Its most prominent and palpable results are before us on every hand; in the prevalence of selfishness in all its diversified forms, infusing its poisonous venom through all the avenues of trade, and tainting with its polluting and soul-hardening influences the holiest charities of social intercourse; in the predominance of the fierce spirit of war and aggression under the most weak and flimsy pretences of patriotism and public spirit; in the wide-spread corruption and venality which under color of a noble ambition for the public weal, finds its way into the highest places, and preys, unrebuked and unpunished, upon the very vitals of the State; in the fearful ravages of the lowest and most debasing forms of sensuality, passion and appetite, degrading our nature, and contaminating at their fountain head all those living springs of taste, beauty and sentiment,

which were conferred by the Creator for the most beneficent purposes ; and last, though not least, in that miserable perversion of the intellectual and moral faculties of our being, which leads so many in their judgments of men and things, to reverse the standard of truth and rectitude—to call good evil, and evil good—to crown with the approbation and the favor of community the successful violator of law and order—and to cast every possible obstacle in the path of the upright and conscientious aspirant after honorable distinction and fame. The inevitably downward tendency of such a state of things can never be compensated by the most brilliant discoveries in science, or the highest triumphs of art ; and if the car of modern improvement can be impelled only by influences which, in their expansion over the surface of society, are destined to desolate and lay waste the finest flowers of the human heart, surely it were better for the interests both of the community at large, and of the individuals of which it is composed, that the boasted march of civilization should be arrested, and the rushing tide of intellectual conquest turned back. No such necessity, however, exists. Rapid as may be the progress and extensive the conquests of physical and intellectual science, under a system of mental culture which takes comparatively little account of the higher and nobler faculties of man's religious and moral nature, a still wider and more comprehensive sphere awaits the mind's legitimate action, in the full exercise of all its powers, and with the clear consciousness of all its capabilities, responsibilities, and duties, its high origin and noble destination.

Be this as it may, that is, unquestionably, the only sound basis of an enlightened system of education, which regards its subject as a child of God, and the heir of immortality—with faculties, affections and instincts appropriate to this exalted heritage, and capable of attaining the full perfection of its being, and of realizing the wonderful harmonies of its nature, only by and through the highest practicable cultivation of each and all these faculties, affections and emotions, in accordance with the will of its great and beneficent Creator.

I am happy in being able to bear my testimony that in each department of the several public Schools with very few exceptions, the Christian Scriptures, without note or comment, are daily and

reverently read at the commencement of the morning exercises ; followed in general, by the solemn repetition of the Lord's prayer, by the teachers and children, and accompanied by some simple and beautiful hymn of thanksgiving and praise to the Great Giver of every blessing. In many of the Schools, the labors of the day are closed by an appropriate hymn, and the intervals of relaxation preceded, and accompanied by a similar exercise. The lessons thus conveyed to the tender and susceptible mind of youth, without partaking in the slightest degree of sectarianism, are invaluable and ineradicable. They are precious seed, sown in good ground ; and fostered and ripened as they are, to a very general extent by a healthy and pervading atmosphere of kindness, order, harmony and love, and cherished and cultivated by systematic industry and the constant inculcation of virtuous principles, they cannot fail to yield an ample and bountiful harvest of usefulness, honor and happiness.

INTELLECTUAL CULTURE.

With regard to intellectual culture, that system of instruction is undoubtedly the soundest and best, which, in the shortest period of time, most fully and completely develops the mental faculties equally, harmoniously, and in accordance with the practical functions required of each, in the intercourse with the world. The mere communication of knowledge, of whatever kind, is not sufficient. The ability and the disposition to receive, to understand, and to profit by it, must exist. The attention must be awakened ; an interest in the subject under consideration must be excited ; elementary principles and habits of thought must be formed ; and that persevering industry which refuses to abandon any investigation until its purport is thoroughly comprehended, must be cultivated. Clearness of conception, and a systematic process of induction, are also most important, if not indispensable requisites to the attainment of solid instruction in any and every department of scientific research.

It is incumbent, therefore, upon the teacher, in the outset of his labors, so to discipline and prepare the minds of his pupils, as to enable them efficiently to co-operate with him in the work of instruction. They must be thrown, to as great an extent as

possible, upon their own intellectual resources. They must be taught not only the rudiments and first principles of knowledge, but *how to think*, and how to obtain knowledge for themselves. They must be made acquainted with the powers, faculties, and capabilities of their own minds; and accustomed at the earliest practicable period, to exert their own energies of thought and reason—of discrimination and deduction. Self-reliance and the power of self-instruction should be inculcated and conferred; and nothing superficial—nothing incapable of clear and satisfactory elucidation from their own intellectual stores, should be permitted to pass current for genuine knowledge.

Confused, imperfect and inaccurate conceptions, no less than blank ignorance or gross error, involve innumerable elements of misfortune and error. It has been observed, not without a strong foundation in the experience of individuals and communities, that ignorance is itself the chief and prolific source of error and of guilt; that with clear perceptions of truth, neither the understanding nor the reason could be essentially led astray, nor the higher moral and religious faculties perverted, and that an early, full and enlightened comprehension of the elementary principles and details of science, of the manifestation and laws of the various phenomena of the external world, could not fail in gradually but surely extirpating the numerous and baleful seeds of human error and consequent suffering. Certain it is, that a very large proportion of the ills of life, physical as well as moral, are fairly attributable to the absence of sound and accurate knowledge; to a failure or inability to comprehend the great laws of the universe of matter and of mind, and the invariable relations they sustain to each other, and to the permanent well-being of the race; to the want of an early familiarity with the fundamental principles of scientific inquiry and research, and to the unjustifiable neglect on the part of those to whom the education of the young is confided, to cultivate, cherish and direct that innate and irrepressible spirit of curiosity and that ardent desire for knowledge, which is the universal characteristic of the youthful mind. Early impressions, whether true or false, are of unyielding tenacity. They incorporate themselves permanently into the character, and become constituent portions of the principles which regulate and determine the whole of

future life; and by their expansion and diffusion, a tone and an impulse is given to the whole body politic and social. The interest of true wisdom and virtue may be thus extensively promoted and advanced, or the dominions of error and of vice increased, strengthened and perpetuated, by the true or false direction given to the earliest aspirations and strongest impulses of the expanding intellect.

The desire of knowledge is, in its primary manifestations, purely an intellectual faculty, embracing in its scope the entire phenomena of the visible universe, irrespective of their practical value or the various uses to which they may be applied. The special function of the teacher consists in the systematic classification and proper arrangement of this knowledge in such a form as to render it available for future thought and action. To this end, in addition to the ordinary elementary branches of instruction, the sciences of natural history in all its varieties, of natural philosophy, physiology, the higher mathematics, astronomy, chemistry and geology, with their kindred pursuits, accompanied by ample illustrations and experiments, should engage the early and assiduous attention of the pupil. Ancient and modern history should be thoroughly mastered, and a due proportion of time devoted to the acquisition of the languages. No department of useful knowledge should be neglected, even though its results should have no immediate or prospective bearing upon the future pursuits of the student. The portion of time, however, and the degree of attention to be bestowed upon each, should have reference to the circumstances and condition of the individual, to the peculiar profession, trade or occupation for which he may be designed, to his predominant taste or genius, and to the general characteristics of the age and the community in which his lot has been cast.

The acquisition of knowledge, in all its branches, however thorough and general, and indispensable as it is to all subsequent progress, is the foundation only of the work of education—the process by which the *materials* for future culture and improvement are supplied, and the store-house of the mind furnished with adequate instruments for its important operations. The higher faculties of reason, judgment and imagination—the powers of combination, comparison, and discrimination—next de-

mand our attention, and require the most judicious and careful development. Facts being supplied from every attainable source, elementary principles acquired and established, and the vast panorama of nature and art spread out before our view, the enlargement and expansion of the intellectual domain by means of thought, reflection, reason and fancy, become the congenial occupation of the more advanced mind. The various uses, objects and ends of the knowledge which has been acquired; its capacity of subserving the practical pursuits of life, the benefit and interest of individuals and communities, and the advancement and promotion of the moral and religious nature; the mode in which those uses, objects and ends may most effectually be accomplished, and the practicability of still farther and higher excursions into the realms of thought and imagination—all these sources of future usefulness should be systematically opened and explained.

While, however, in every well-regulated system of education, ample provision should be made for the highest possible cultivation of each and all these faculties, careful discrimination is necessary in individual instances, with reference to the earlier or later development of the several intellectual powers, the prevailing bias of mind, and the peculiar circumstances and situation of each. The infinite diversity in these and other equally important respects, so abundantly manifest in the capacities, inclinations and conditions of different individuals, palpably requires the most vigilant attention and the most judicious guidance on the part of the teacher. Every faculty of the human mind should, undoubtedly, be developed and cultivated; each, however, in its appropriate season, and conformably to its relation and connexion with all the others, and to the peculiar idiosyncrasy of the possessor; and a wise and constant reference should be had to his actual position in life and probable future pursuits and sphere of action. From the well-known and universally conceded influence of physical causes, hereditary tendencies, and surrounding circumstances, the intellectual power of one individual may be prematurely and rapidly developed, while those of another may, to a very great extent, remain long in abeyance and inaction. One manifests at a very early period an insatiable thirst for know-

ledge, and an ability to grasp and to retain all the great results of literature and science, with a due appreciation of their relative importance and value, while another long vegetates in utter indifference to the claims of his higher and nobler nature, apparently incapable of comprehending anything beyond the grovelling and contracted sphere of his animal existence. To the finer issues of the mental constitution of the one, all nature presents one vast theatre of harmony, richness and beauty, and his ears are open to the ravishing melody of those great master spirits of poetry, philosophy and eloquence, who, in every age and in every clime, have discoursed of its varied manifestations, and of the powers, faculties and destination of humanity; while to the obtuse and blunted senses of the other, all these inexhaustible sources of pleasure and improvement are utterly uncongenial and unknown. For one mind the arts of painting, statuary, music, or machinery possess an engrossing and irresistible attraction; for another, the more practical pursuits of statesmanship, legislation, and political economy; for others, literature and science, the professions of law, medicine or divinity, or some of the numerous avocations of business or pleasure which minister to the profit, advantage, or temporal happiness of those engaged in this pursuit.

All these peculiarities and circumstances, affecting, as they necessarily must, the entire intellectual and moral constitution, and exerting a most important influence upon the formation of the future character, are carefully and judiciously to be taken into the account, and made the basis of the mental culture. Where one or more faculties are disproportionately developed, to such an extent as clearly to indicate a predominant and overshadowing influence over others, every effort should be made to restore, as far as may be practicable, the equilibrium of the mental powers, not so much by repressing the manifestations, or restricting the exercise of the former, as by assiduously cultivating and bringing forward the latter. Every attempt, openly or covertly, by authority or persuasion, to restrain or subdue the powerful tendencies of a mind thus constituted, towards the legitimate objects of its preference, will be found either utterly futile, or eminently, and it may be permanently, disastrous in its results. Except in cases where positive evil

or injury may reasonably be anticipated from an unrestrained indulgence in the master passion of the intellect, the only safe counteracting agency is conceived to lie in a judicious and systematic *diversion* of the attention to other mental exercises and pursuits, and by investing these with the greatest possible attractions. The brilliant hues of the imagination and fancy may thus advantageously be thrown over the less congenial and more practical pursuits of the intellect, elevating these to a more commanding height, and softening and modifying those to a nearer conformity to the palpable realities of every-day life. The exactness, precision and perfect symmetry of mathematical demonstration may profitably be brought to bear upon the excessive tendency of the imaginative powers to an unrestrained and luxuriant development; and each faculty of the mind, in its turn, allowed to strengthen, modify, or restrain the action of every other, in strict accordance with those higher principles and laws which shall preside over all. The entire and absorbing devotion of the intellect and the heart to one engrossing passion or pursuit, and the concentration of all the physical and mental energies upon that idol of the affection, however conducive to the progress and perfection of particular sciences, arts or industrial avocations, and however contributing to the formation and maturity of strongly-marked character and originality, are manifestly unfavorable to that equal and healthy growth of mental and moral character which alone can enable the individual to fulfil his whole duty to himself, to the community of which he is a member, and to his Creator.

Instruction should be communicated, as far as possible, *suggestively*, instead of dogmatically. The pupil should be aided no farther than is absolutely requisite to enable him to obtain the necessary insight into the subject matter of his inquiries. He should be thrown upon his own resources, and prompted only when they fail him. Principles should be early and assiduously inculcated and thoroughly illustrated and applied; and then the pupil should be left to carry them out in their details, and extend their application as widely as he may desire. No substantial or useful progress can be made where this process is reversed—where the various operations of science are mechanically performed, with no just conception of the principles

involved—where the pupil gives himself up to the dictation of the teachers, or of the text book, and is content with the ability, parrot-like, to repeat the instructions of the former and reproduce the lessons of the latter. The mind must put forth its own powers—plume its own wings—and lean upon the strength of its own pinions, if it would ascend to those clear regions of knowledge and power which extend far beyond the mists and exhalations of error and ignorance. What the age in which we live most imperatively requires, is men and women of earnest, comprehensive, clear minds,—unfettered by prejudice, bigotry, and delusion,—prompt to discern the true aspect of things,—ready to welcome and embrace truth, in whatsoever guise she may present herself, but eagle-eyed in detecting falsehood and sophistry in whatever mask arrayed, or under whatever pretence attempted to be imposed upon mankind; men and women capable of original thinking, of sound discrimination—of high and noble views—of cultivated intellect, and disciplined affections—thoroughly familiar with the history of their race—appreciating and venerating all that the past has transmitted to us worthy of regard and veneration, condemning no established institution, opinion, or usage because it is old, provided it possess the elements of true value, and the genuine stamp of excellence; and tolerating none, new or old, which cannot endure the searching ordeal of investigation, and abide the severest test of a sound and enlightened reason.

PRACTICAL EDUCATION.

It is one of the most gratifying indications of the progress and advancement of the age in which we live, that the public attention and regard is beginning to be more earnestly directed than it ever heretofore has been to the education of the people; that plans and systems of instruction, and principles of intellectual and moral culture are attracting more and more the public interest and attention; and that the press, the pulpit, and the numerous organs of public sentiment which pervade our modern civilization are beginning to discuss with an animation and an energy reflecting the highest credit upon their motives, the best

and most effectual mode of communicating knowledge to the youth of our land.

These discussions necessarily partake of the spirit of the age, and are imbued to a greater or less extent, with that peculiar coloring which emanates from the material tendencies of a rapidly progressive State. Public sentiment demands with increasing energy and emphasis, in this, our young Republic, a *practical* education. In view of the circumstances by which we are surrounded,—of the antecedents of our position,—of the destiny we are required to fulfil,—of the unprecedented progress of science, and the immense development and extension of art,—it is insisted that public and private instruction should be conformed to the radical revolution which has thus been effected in the condition of the world—and should recognize those new tendencies of thought and action, which have been developed by the events of the past hundred years.

To this extent, the demand is a reasonable one, and should undoubtedly be acceded to. But it does not stop here. In its excessive zeal for the reformation of those antiquated systems of instruction which were the growth and the product of a less enlightened age, and which a more general diffusion of knowledge has rendered, in some respects, not only useless but pernicious, it applies the axe to the root of the tree, and demands the complete extirpation of that culture which the wisdom of our ancestors for hundreds of generations have regarded as indispensable to the formation of an elevated and commanding character. It finds no elements of beauty or of usefulness in those intellectual pursuits which have no immediate practical application to the every-day wants and requirements of active life. It discovers a vast and unbounded field of enterprise and exertion, opened up by modern science, the exploration and cultivation of which not only requires, but promises to repay the entire devotion of the mental and physical powers,—and, in all this ample field it finds no room for the abstruse researches of metaphysical philosophy, the erratic vagaries of the imagination and the fancy, the legendary lore of romance, the unrestrained flight of genius, the poet's rhapsodies, the musician's triumphs, or the painter's skill. It has neither time to lose, energy to bestow upon, or faculties to appreciate, the beau-

ties or the sublimities of those great masters, at whose consecrated shrines the literary world has worshipped for hundreds of centuries; nor does it desire to waste those precious hours in ideal reveries and impracticable day-dreams of beauty and perfection, which may far more profitably be devoted to the acquisition and the retention of solid, tangible, material wealth, influence, power and station. It sees all around it the splendid results of worldly energy and enterprise, the brilliant triumphs of ambition, the stately palaces of wealth, the gorgeous trappings of power; and it recognizes in them the legitimate effects of that concentrated devotion to the useful, the attainable, the *practical*, which alone can ensure success in the crowded arena of modern civilization.

From this view of practical instruction—far too prevalent in our age and country—in common with many of the most devoted and enlightened friends of education I entirely dissent—regarding it as fatal to all true culture of the mind and the heart, destructive of all excellence, subversive of all nobility of character, and conducive—inevitably and irresistibly—to the gradual but certain decay of every generous impulse, every lofty aspiration of our nature. The faculties of our wondrous being are manifold and various; and, in order to the harmonious play of the whole great fabric, each must be afforded scope for the full display of its power. This world of flesh and sense which we inhabit, with all its pursuits, its toils, its aspirations, and struggles, and triumphs, can furnish adequate employment to a portion only of our capacities; and it is not all, even of life, to live. The attainment of wealth, the diffusion of knowledge, the progress of science and the arts, fame, station, influence, rank and power, are all but means to an ulterior and a nobler end—the cultivation and proper employment of our rational and immortal nature. Whatever studies, occupations or pursuits most effectually advance this great end, are most judicious and desirable, whether directly and immediately tending to our prosperity and success in the crowded avenues of every-day life or not. The lessons of Christianity, of philosophy and of experience have fallen upon strangely inattentive ears, if they have not taught us that the high places of the world, its glittering prizes and its loftiest honors, are not uniformly—or even gene-

rally—the reward so much of goodness, virtue, truth, integrity and wisdom, as of qualities with which these have but little connection or affinity. If to *succeed* in life be all our aim; if riches and honors, and rank and station, and power and influence constitute the Eldorado of our desires, the summit of our ambition, these objects may be—and not unfrequently have been—attained by the humblest intellect, with a very slight expenditure of mental cultivation or discipline.

There is, however, a view of practical education which is obnoxious to none of these objections. If it be meant that the youth of our land should be instructed in all those branches of science and of art which are indispensable to their future success in life; that they should be invested with the full and complete command of all their faculties; that they should be enabled promptly and skilfully to avail themselves in any emergency of those energies and powers of thought and action which the crisis, whatever it may be, requires; that they should be familiarly acquainted with the results of past experience, and the amount of present knowledge, in all those departments of scientific inquiry which the varied pursuits of life demand; and that they should be taught the relative importance and value of the different kinds of information and knowledge thus communicated—if this be what is meant by practical education, its value can scarcely be over-estimated. If it be designed only to strike at the root of those ancient and exploded systems of learning, which would sacrifice substantial attainments to empty show, and waste the precious years of youth in the laborious and irksome pursuit of useless and unavailable lore; and to reclaim for the careful and thorough investigation of the principles and problems of modern science, a large proportion of that valuable time which has heretofore been monopolized by the classics, and by abstruse mathematical and metaphysical learning, a reform in this direction should be greeted and encouraged by the approbation of all reflecting minds. Those conservative influences which still cling with unyielding tenacity to routines of instruction which have long since lost their application to the requirements of the age, are pernicious in the extreme. They serve only to retard the progress of knowledge, and to cast insuperable obstacles in the path of

literary and scientific advancement. In their inconsiderate zeal for the usages and customs of the past, their advocates and adherents are in imminent danger of losing sight of the present and future; and in their strenuous efforts to arrest and fix the rapidly revolving wheels of modern progress, they overlook the perilous hazards of so impracticable an enterprise. Nor is it to be regarded as at all wonderful that while the constituted guardians of Oxford and Cambridge, and other venerable and time-hallowed institutions of learning on both sides of the Atlantic, pertinaciously insist upon the virtual exclusion of all science not stamped with the credentials of the middle ages, the reaction of a more liberal and tolerant principle should verge to the opposite extreme. Accordingly, the real danger with which we, in the present utilitarian age are threatened, is the too great and all absorbing devotion of our energies to the practical pursuits of life—the entire subjugation of the faculties of the human mind to the *material* interests of the passing hour. In our judgment, education should embrace within its cognizance *all* the varied interests and pursuits of humanity, assigning to each its just proportion and influence, whether it has reference to the spiritual and immortal nature, or to the evanescent and perishable, though not less real and pressing demands of time and sense.

The imagination and the fancy, lawless and uncontrollable as may be their occasional flights, may yet be regarded as indispensable elements of our mental and moral being, bridging over, if we may be allowed this expression, the unfathomable abyss which separates the worlds of matter and mind, the material and the spiritual, the seen and the unseen.

These high faculties of our nature must therefore be adequately provided for in every sound and well considered system of education. To repress their manifestations, to deprive them of all opportunity of exertion, to clip their beautiful wings, and to debar them from that boundless empyrean of thought which constitutes their appropriate element, is essentially injudicious and injurious. The ideal, equally with the real, has its sphere of action and of enjoyment—a world of its own—scarcely less real, certainly not less important in its uses than the material. Who shall undertake to limit the influence of those grand old

masters of poetry and of song, whose immortal strains have come down to us in the stream of time from the earliest ages of antiquity, meeting, from age to age, in their magnificent course, responsive echoes in millions of human hearts, and sweeping onward in majestic grandeur to achieve, in ages yet to come, still nobler and ampler triumphs? Who shall tell how many minds have been exalted, purified and ennobled by those eloquent outpourings of genius and imagination which the rich stores of modern literature have supplied, and which, powerless as they may be, in the thronged highways and by-ways of the world, exert a pervading and commanding influence over the hearts and lives of men? Beauty, too, as reflected in all the handiwork of the Almighty architect, from the lily of the valley to the illimitable expanse of the over-hanging universe, scattered in boundless profusion wherever the eye can penetrate or the imagination roam, and reproduced in fadeless tints on the immortal canvass of the great painters,—sublimity hushing every sense in breathless admiration, as the tremendous cataract dashes and plunges its mighty waters over the frowning abyss, and filling the mind with solemn awe as the fitful thunder gust sweeps over the horizon—who shall say these are not elements of powerful import in the constitution and culture of the human mind?

And are these to be overlooked and neglected, because they enter not into that account current of profit and loss, which adjusts the dealings and regulates the intercourse of the practical world? Are all the nobler impulses of our being—the native instincts of immortality—the intuitive wanderings of the soul in quest of its mysterious destination—its heartfelt recognition of kindred and congenial elements in the good, the beautiful and the true—its sympathy with the familiar face of nature in its grandeur and its gloom, its majesty and sublimity—its universal and harmonious response when “touched to finer issues” by the master-hand of genius and of art—its thrilling susceptibility to kindness, to affection and love—its deep undertone to sadness and lamentation, as the numerous ills of humanity pass in mournful review before it—and its restless aspirations after an excellence and a perfection unattainable here—are all these indications of a nature infinitely higher, nobler, purer,

than the "beggarly elements" of flesh and sense, to be subordinated in our processes of education, to the insatiable demands of a material age, or crushed beneath the remorseless wheels of that Juggernaut of wealth and power which the nations in these latter days have set up as the god of their idolatry?

Surely there is something within us which points to a loftier destination—a higher ambition than falls within the range of the boasted practical philosophy of the age in which we live. Our educational systems must, indeed, be reformed, and renovated, and reconstructed; but they must be *elevated* and not *depressed*. They must embrace the whole nature of man—develop all his faculties; bring into active exertion all his energies—and harmoniously adjust the balance of his higher and lower impulses. They must instruct him in the true value of his existence as an immortal being, and not the creature of a day or of an age. They must teach him that his mission here is one of self-discipline, of individual and mutual improvement, of usefulness to his kind, of comprehensive benevolence to his race, and not of selfish regard to his own distinctive interests, of systematic warfare against his fellows, of relentless oppression, and cruelty, and wrong. The eternal and immutable principles of justice, integrity, conscientiousness, reverence and regard for the rights of others, must be inculcated; the passions trained to uniform subserviency to the reason and the judgment; the affections disciplined to the comprehensive law of love; the intellect enlightened to the clear perception and just appreciation of useful knowledge, and the will directed to the removal of every obstacle to the complete subjugation of evil in all its manifestations. Then—when the proud oppressor shall be forced to loose his grasp, and the chains of his helpless victim shall no longer be heard to clank—when violence and cruelty and injustice and wrong, shall have withdrawn from our crowded marts, and sought their native darkness and obscurity—when fraud and duplicity, and falsehood and deception, shall no longer stalk abroad with impunity and applause, and vice and infamy no longer rear their unblushing fronts in our temples of fashion and amusement—when temperance and order, and peace and concord, and mutual esteem, and brotherly kindness shall characterize the civilization of the age—then will EDUCA-

tion have worthily fulfilled its high mission ; then indeed will it have become PRACTICAL. Till then its true friends must labor on in faith and hope ; patiently abiding their time and awaiting the harvest ; unweariedly and diligently sowing the seeds of knowledge, of goodness and of truth ; well assured that all will not fall in stony places, and that a portion at least, shall in due time “ spring up and bring forth fruit—some thirty, some sixty, and some an hundred fold.”

Respectfully submitted :

S. S. RANDALL,

City Superintendent of Schools.

REPORT

OF

ASSISTANT SUPERINTENDENT McKEEN.

To S. S. RANDALL, City Superintendent of Schools :

It is known to you and to the Board of Education that, owing to a disarrangement of my official relation to the Schools, the examinations that should have been made in the summer were deferred, necessarily, until after the August vacation. As soon after that season of recruiting as the classes came together, the Schools were all visited by Mr. Seton and myself. Immediately after these hasty visits were closed, a plan and programme of more formal and systematic visitation was arranged, and examinations commenced, and continued daily and without intermission for three months, the Primary Schools and departments being assigned to Mr. Seton, and the Grammar Schools to me. By this arrangement and division of labor, the lower classes in these Schools, which in many instances have been hitherto almost overlooked, have been thoroughly examined, and a knowledge of the processes of training in use, and the comparative condition of the Schools, ascertained. In this way something more than one-half of the pupils in each and all of the Ward Schools have been brought under immediate inspection and review. It was thought undesirable to make these examinations of elementary classes a public exhibition. Accordingly, as much care as possible has been taken to see the Schools in their every day studies, and to find out how much they have learned that is useful, rather than to puzzle them with hard questions. The School-houses are in general clean, and in

order. The teachers, with few exceptions, are faithful, competent and devoted to their calling. The school furniture in general is tasteful and well adapted. In a few instances a neglect of out-door cleanliness in the play grounds and privies was observable. This censure falls most commonly upon unskillful Janitors. The processes of warming and ventilation are in many instances imperfect.

I now proceed to give some account of the male and female departments of the forty-nine Grammar Schools, as seen at this late examination. The Primary departments of these houses having been committed to the special inspection of Mr. Seton. I have in general only seen them as most other school officers see them, at their regular daily exercises.

Ward School No. 1—Is in William street, in the Fourth Ward. It was found in good order, well classified, well trained, and fully attended, sustaining its former good name in all its several departments.

Ward School No. 2—In Henry street, Seventh Ward, is also well attended, and in good condition throughout. The classification and records of the Schools are all such as to claim commendation.

Ward School No. 3—In Hudson street, Ninth Ward, was suspended for repairs to the house, from July to October, about three months. The history of this School is one of constant success and usefulness, always full, and always fulfilling in a satisfactory manner the objects of its founders. It filled to repletion immediately on its re-opening in October.

Ward School No. 4—In Rivington street, Thirteenth Ward, is temporarily in the basements of churches in the neighborhood, while the process of the erection of a new house is going on. The Schools, under the circumstances, are sustaining themselves, and the female department is specially prospering.

Ward School No. 5.—This house, in Mott street, Fourteenth

Ward, was taken for a Cholera Hospital, and the School necessarily suspended from July to December. All formal examination of it has therefore been omitted. After thoroughly cleaning and re-painting the house, the schools were again resumed early in December, with, as a matter of course, after such an interruption, a small attendance.

Ward School No. 6.—This School is, and always *has been*, connected with the Alms-house department of the city. It is situated on Randall's Island, in the Twelfth Ward. This is a *Boarding and Day School*, with a regular and steady attendance, carrying forth, under the fostering sanctions of the city authorities, an important and benign mission. This School is insulated, and remote from the supervisory Ward Officers, and the children are without parental care and counsel. It seems necessary, therefore, that highly responsible teachers should be at the head of the departments of these Schools. Harmony among the teachers, and co-operation in the government, are especially needful in this institution. Considerable anxiety has been felt with regard to this matter by the School Officers during the past year. Some changes have been adjudged necessary, and the schools are *now*, it is believed, being conducted harmoniously, under favorable circumstances.

Ward School No. 7.—This School is in Chrystie street, Tenth Ward. Perhaps no School in the city has enjoyed more favor with the public than has this, for a series of years, until more imposing structures of greater attractions were erected in the Ward. Without any abatement in the zeal, intelligence and fidelity of the instructors, the schools of this house are not quite so fully attended as formerly.

Ward School No. 8.—This School is in Grand street, in the Eighth Ward. It is a good School, under faithful teachers, but it is comparatively small, from the same causes which have operated in the case of No. 7, but with regard to this School to much greater extent.

Ward School No. 9.—This school is in 83d street, 22d Ward. It is a small school of but two departments, in a neighborhood not yet built up. It is not large enough to allow the necessary number of teachers, so as to admit of the systematic graduated classification adopted in the largest schools—the primary classes being in the same department with the larger and more advanced pupils, bringing all grades of primary and grammar schools into one department.

Ward School No. 10.—This was formerly No. 11, and was large and prosperous for a series of years, until the new Ward schools were erected. It is in Wooster street, in the 15th Ward, and is still with diminished numbers, doing good service in the cause of Education.

Ward School No. 11.—This school is in 17th street, in 16th Ward. It has been deemed necessary to rebuild, and the schools are accommodated in the basements of church edifices in the Ward, during the erection of the new school-house.

Ward School No. 12.—This house is situated in Madison street, in the 7th Ward, and is in a prosperous and satisfactory condition. The records well kept, and the classification good.

Ward School No. 13.—Is in Houston street, 17th Ward, and has seldom acquitted itself more satisfactorily than at its last semi-annual examination.

Ward School No. 14.—This school is in 27th street, 21st Ward, is extremely well managed throughout, and is in a flourishing state, with as many pupils as it can well accommodate.

Ward School No. 15.—Is in 5th street, 11th Ward, and is successfully conducted by experienced teachers in all the departments.

Ward School No. 16.—This school, in recent years, had somewhat declined in numbers, but under the present energetic

administration of its affairs it seems to be on the increase. There is, however, room for more than attend. The books and records are well kept. Everything about the school is in order.

Ward School No. 17.—This was the last built by the Public School Society, and is in 47th street, 22d Ward. It is admirably conducted throughout, and is one of the largest of the old schools.

Ward School No. 18.—Is in 51st street, 19th Ward. It was the first erected of the Ward Schools, and is now eleven years old, having been considerably extended and improved since its foundation, but unfortunately it was found to occupy ground assigned for Lexington avenue. A new and much more commodious house is in process of erection, on ground obtained from the City Corporation, in the same street.

Ward School No. 19.—Is in 1st avenue, corner 9th street, 17th Ward. This has always been a good school, and fully sustains its character, and is numerously attended in all its departments.

Ward School No. 20.—This school is successfully conducted, and is quite large, having as many pupils as a school-house of moderate dimensions ought to attempt to accommodate. It is a good school, and is in Ludlow street, in the 10th Ward.

Ward School No. 21.—This was formerly Ward School No. 4, and was taught for several years in the Roman Catholic School-house, in Mulberry street. It is now in Marion street, 14th Ward, and might receive and well accommodate twice its present number. This school is well governed and taught, and ought to be full.

Ward School No. 22.—This school is in Stanton street, 11th Ward. It is still a flourishing and successful school; but does not, for the last two or three years, come up to its former renown. This school has in former years stood very high with the public, and is still a good school.

Ward School No. 23.—This school is small comparatively, and a small number of teachers is employed. It is in City Hall Place, in 6th Ward.

Ward School No. 24.—In Eln street, like No. 23, is not large. These two houses, in the 6th Ward, are built on small lots, are destitute of the necessary ventilation and play-grounds, and lack those attractions which bring together large numbers of pupils from distant localities.

Ward School No. 25.—This school is classified with the Grammar Schools, but is really a Primary School, and as such is quite successful. It is in Oak street, 4th Ward.

Ward School No. 26.—Is the large Ward School in James street, in the 4th Ward. The attendance in this house has been somewhat reduced by the Roman Catholic Church Schools which are in this Ward. It is however pretty well attended, and most faithfully taught.

Ward School No. 27.—In Oliver street, 4th Ward, like No. 25, is virtually a Primary, though differently classified. It is a well conducted school of the grade to which it belongs, except, perhaps, that both this and No. 25 ought to promote sooner, and not retain a Grammar School class quite so long as they do.

Ward School No. 28.—Is a large school in 40th street, in the 22d Ward. This school at present appears to be succeeding well, and is quite numerously attended.

Ward School No. 29.—Greenwich street, 1st Ward, is the only large school-house below Chambers street, in a population, in the three lower Wards of the city, of 45,000. There is found a good supply of small primary children in the 1st Ward, but not children enough, of advanced standing, are induced to attend the two departments of this well-managed Grammar School.

Ward School No. 30.—This is another Primary School which

has, by misnomer or misdirection, been called a Grammar School. It occupies very inferior and incommodious quarters in the rear of the Methodist Church, in 2d street, in the 11th Ward.

Ward School No. 31—Is in Monroe street, 7th Ward. This, like all the schools of this Ward, is taught and managed with considerable skill and efficiency, but it has room for many more than at present attend, especially in the Female Department.

Ward School No. 32—Is in Orange street, 14th Ward. This school could also accommodate many more than it has at present in attendance. There are many children in the neighborhood that ought to be urged to attend.

Ward School No. 33.—This school is situated in Thirty-fifth street, in the Twentieth Ward. It has grown up to be one of the largest schools. By a steady and persevering course, it has come to belong to the class of successful schools, both as regards its numbers and scholarship.

Ward School No. 34.—This school is in Broome street, Thirteenth Ward. Few teachers have ever labored more indefatigably than those of this school; and the school officers of this ward have devoted much time and attention to their duties. The school is well attended, and doing good service.

Ward School No. 35.—This school is in Thirteenth street, Fifteenth Ward. It has been in existence between seven and eight years, and no school has ever been more successful in its mission of good, or in sustaining a high reputation for order and scholarship.

Ward School No. 36—Is in Ninth street, in the Eleventh Ward. This school has been conducted with success for more than seven years, and is at this time a flourishing school and numerously attended.

Ward School No. 37—Is in Eighty-seventh street, Yorkville, Twelfth Ward. It has hitherto been taught in the old and ill-constructed school-house, erected years ago by a private corporation, known as the Yorkville Free School Society. A new and convenient ward school-house has recently been finished and occupied. Owing to some defects in the furnaces the schools are ill ventilated and warmed, and fail to fill up as they probably would, if they were made as comfortable as they are commodious. The teachers are industrious and faithful.

Ward School No. 38.—This school is in Clark street, in the Eighth Ward. It has always, from its commencement, been well attended, and is one of the best conducted schools of the city. It has, during the present year, maintained its well-established character.

Ward School No. 39—Is in 125th street, Harlem, Twelfth Ward. This school is charmingly situated, and well taught; though still small, it seems destined to grow up with the suburbs in which it is located, to be a school of great importance.

Ward School No. 40—Is in Twentieth street, Eighteenth Ward. The success and popularity of this school have been quite remarkable from its beginning. The three departments (if we make an exception for a brief space of the female department) have been thronged for the last four or five years. It is at present in a healthy and prosperous condition.

Ward School No. 41.—This school is in Greenwich Avenue, in the Ninth Ward. It has more melancholy records in its brief history than any other school. Many of its pupils, and two of its principal teachers have fallen at their posts. These breaches have been worthily filled, and the school is this year again greatly prospering, and admirably managed in all its departments.

Ward School No. 42—Is in Allen street, Tenth Ward. The school-house is capacious and tastefully furnished. All the departments are well attended. The teachers are devoted to

their calling, and the schools are all succeeding well under their care and guidance.

Ward School No. 43.—This is a small school in 129th street, Manhattanville, Twelfth Ward. It was the Manhattanville Free School of former years, and was some time since handed over to the ward officers, who have been erecting a commodious house, into which the school is soon to be removed. The school is at present under competent and efficient teachers, and will not fail to increase with the neighborhood.

Ward School No. 44.—Is in North Moore street, Fifth Ward. The house is large and beautiful, and although erected at a heavy outlay, it is yielding to the community a generous and ample return. This full house, in all its departments, is just what it ought to be—a good school.

Ward School No. 45.—This school is in Twenty-fourth street, Sixteenth Ward. The house is large, ornate in appearance, and delightfully located in a pleasant part of the city. All the departments are crowded, and it is not an uncommon thing to have an attendance of two thousand children in the house. Large as this number appears, they are so disposed of, in the three stories of the capacious and commodious house, that little discomfort or inconvenience is experienced from numbers. The school is advanced in studies, and in a high state of discipline throughout.

Ward School No. 46.—Is at Carmansville, 156th street, Twelfth Ward. This school is necessarily small, from its locality, but it has met the expectations of its friends, and is an important institution for the neighborhood in which it is. It is carefully supervised and properly conducted.

Colored Ward School No. 1.—In Mulberry street, Fourteenth Ward, has no separate primary department, the school not being so numerously attended as to make such department expedient under the circumstances. This school is conducted with con-

siderable spirit and efficiency, and is doing good service to the class for whom it is designed.

Colored Ward School No. 2—In Laurens street, in the Eighth Ward, has three departments, but is thinly attended. The male department is quite small. In the girls' school may be seen as much artistic taste and skill as can be found elsewhere in the city. This school seems to want encouragement, and perhaps families want visiting in order to obtain children to fill this house.

Colored Ward School No. 5—Is in Thomas street, in the Fifth Ward. It is located in what was originally a private house, and is not at all well-suited for its present use. The public necessity does not, in my opinion, require an increase of schools for colored people. If the three schools here mentioned were put into two houses, they might be better classed, and more economically taught. Owing to the fewness of colored people in the city who can attend school, it would seem unwise to multiply small separate schools. In the remote suburbs of Harlem and Yorkville the small schools for the small numbers might be allowed to remain much as they are, but in the central parts of the city, where large numbers can conveniently be brought together, they may be more advantageously taught in larger schools admitting of a better classification, and consequently of more and better instruction.

In the judgment of the undersigned, there should be five grades or classes in each school, or department, and no more. All subdivisions beyond this number should be sections of classes which may, for the sake of convenience and uniformity, be known as section A, B, &c. The primary school, under good and ambitious teachers, will generally overlap by one class, the grammar school, so that the *first* or highest class in the primary will be equal to the lowest or fifth class in the upper school; that is, they will have the same, or nearly the same studies. The transition is thus made easy and unembarrassing to the child. The memoriter lessons, the arithmetic, and other important studies, commenced in the primary, are reviewed and continued by new teachers until the rudiments are thorough-

ly enstamped in the mind. It is one of the crying evils in many schools, both public and private, that elementary lessons are abandoned too soon. There are principles, rules and definitions to be *memorized*. They must be often repeated, and properly learned. Besides, the holding on to these elementary studies in the primary schools, enables the school authorities to accommodate the necessities of the school with regard to room and seating. It often happens that when a large number are promoted at one time, so that it is inconvenient to receive them into the fifth class, it will be found that the more thoroughly instructed may, with advantage, be passed on to the fourth class. This will happen sometimes when children have been taught together from the beginning. It will more frequently occur, however, among those a little advanced in age, who come in from abroad. Many of these can remain in school but a short time. Their case ought to be provided for as far as the order and system of the school will permit. These should be put to advanced studies as soon as possible. Mature in age, the time they can remain at school must be short. Mature in understanding, they ought to be placed as soon as possible with their equals, without passing for form's-sake, through all the intermediate grades. Rules, we must have, based upon expediency and right; the rule will, therefore, not be rigid and inflexible. The exceptions should be as well understood as the rule.

The undersigned never felt the pressure of responsibility to the general cause of education more than at present. The arrangements for school government and instruction are just becoming consolidated into a system. The day, and the place we live in, are full of present interest and prospective influence. The candor of truth and the power to investigate were never more needed. Errors consecrated by age still inhere in our system and methods of teaching, and no expurgatory process can, I suppose, be devised by which they can be immediately extirpated. *This* is to be done by a gradual work of inculcation, reaching not only to the book-makers and teachers, but also to those extremes of society whence emanate our authorities and officers.

It is yet a problem in education to teach enough, and not too much; to know how much the memory should be stored, and

how far the understanding should be aided in eliminating a difficulty. A struggle in a hard place is worth to the student all it costs. It is a very proper and needful exercise of mind. This is the reason that the self-educated are often the best scholars. So the pupil whom the teacher appears to aid least is often the best trained thinker.

The highest office of the teacher, the one evincing the most consummate skill which he ever will be called upon to exercise, is to stimulate and guide the expanding mind of his pupil to personal effort, to fan to a glow the natural desire for knowledge, and then direct in proper channels the enkindled energies of the understanding. When the powers of the pupil have been sufficiently tasked without success, the true teacher comes to his aid, and helps him out.

A generous *emulation* is in healthful exercise in many of the schools, which I have thought best to encourage. It has no affinity with morbid envy and jealousy, which some theorists have represented as its necessary concomitants. A large school languishes without the influences which spring from this principle. It is of wider application than is generally supposed. We recognize it wherever we see happy children at their sports and games. It appeals to their shame, and to their pride—shame at being thought ignorant, and honest pride at being able to surpass emulous rivals. By it a latent process of education is carried forth wherever a desire of improvement has been evoked. A school kept on a dead level will furnish no stars. Where every one is *respectfully* requested to do just right, without reference to comparison with others, it is feared that in many places the exceptions will be too numerous to allow it to become a rule. An honest strife for the goal of excellence is nurture to the minds of youth. The breeze that stirs the foliage of the oak strengthens its roots, and consolidates its fibre.

It has been the aim, and to a considerable extent the result of our school system, to train the mind to processes of instruction, rather than to dogmatic and prescribed theories, however venerable from long usage. It is good to induce children to think, but it is best that they should have something to think about. There are things to be learned before logic. The mind must have a topic before it can reason about it. The memory

is a great faculty : it should be early stored with useful facts and principles. Although many of our teachers are convinced of this, they allow too little time for study ; frequently occupy and distract the mind with many studies carried on together, so that no one subject obtains a sure and permanent lodgment in the memory. This fault, though not common, is observable in some of the best schools. Too much is attempted to be accomplished in too little time, and with too little study. The activity of the teacher ought not to be expended on passive learners quite so much as it is in some schools.

With regard to room and accommodation for more scholars, perhaps, a word ought to be said. There are many unoccupied seats in some of the older schools because of their unattractiveness of appearance, or their unfavorable location. Many primary schools are in low basements, in leasehold premises, and ought to be provided for in primary school buildings of moderate dimensions, made convenient, commodious and attractive.

I hasten to a close. It was not my intention to have extended my report beyond a simple recital of the condition of the Grammar Schools, as seen at the last examination. If I have omitted anything that ought to have been said, or have made any wrong suggestions, or have transcended the measure of modesty that belongs to my position, I trust I shall receive from you, and from the Board of Education, that indulgence which good intentions may rightfully claim.

JOSEPH McKEEN,
Asst. Supt. of Schools.

REPORT

OF ASSISTANT SUPERINTENDENT S. W. SETON.

To S. S. RANDALL,

City Superintendent of Schools.

Dear Sir,—Having received, as you know, on the evening of the 5th of July, an appointment from the Board of Education, to co-operate with you in the superintendence of the Common Schools of the city, the next morning, before school hours, I took the oath of office, and in conference with you had assigned me for supervision the *Primaries* and *Primary Departments*. The same morning I entered actively upon the duties of this important and most essential field of school labors. My first course of visits was only introductory; to familiarize me with the names and character of the teachers, and the locations of the schools. But the brief period intervening between my appointment and the usual vacation, prevented me from completing this intention. On the re-opening of the schools, on the first Monday in September, I commenced and completed by the 20th, a course of visits to all the immediate schools of the Board, and also the incorporated institutions receiving a quota of the school-moneys. I think I shall still find it necessary to visit occasionally, the upper schools, to become well acquainted with the reciprocal bearing of the several grades of schools, looking forward to securing a uniformity of co-operation in effecting seasonable and well matured promotions, and securing the best advantages for the Primary scholars when advanced to the Grammar Schools. I have also recently completed a thorough inspection and examination of all the schools especially assigned me. In the performance of this laborious duty, I examined all the classes, and have marked the relative grade of the exercise

but not with the accuracy I hope to do when a better knowledge of the condition and operations of the schools, will afford me facilities to accomplish a task somewhat difficult to effect under any circumstances without conference with another. In pursuance of these several objects, I have made an aggregate of 780 visits, and have been constantly employed in the relative duties of my office, with the exception of a few days, during which I was prevented by sickness from active duty. One result of the recent inspection has been that of effecting a uniformity in the school records. This was much needed, and, as you will allow, a very desirable object has been accomplished; for if school records are rightly adapted to the end, they certainly become incentives both to teachers and scholars. In Common Schools they are also necessary by legal requirement, and should be kept with care and accuracy, but at the same time so arranged as neither to embarrass or burden the teachers, enabling them readily, and at all times, to give satisfactory information of the state and progress of the school. The following are the requisites as now arranged: "Register," "Weekly Report Book," "Admission Book," "Discharge Book," "Roll Book," "Teachers' Time Book," and "Annual Statistic Record." The latter exhibits on one page the operations of the school in detail, with the sum totals, quarterly and for the year. It will prove a ready help in making up the required reports. The classification has also been fixed at five grades, *one* being the highest. This collegiate arrangement is not, I think, suited to the Primary School, not being so significant to the young pupil as to progress from one to five, and perhaps, should be altered, especially as the register is so arranged in its index. In the larger Primary Schools, these divisions are subdivided, in proportion to the number of teachers required.

The field assigned me I have ploughed deeply, and though I have occasionally been obstructed by a neglected stump, and sometimes struck the share upon a nest of stones, I have found a soil which, though it has already yielded a harvest of good fruits, may, by careful culture, be yet greatly improved. My long familiarity with this grade of our city schools, has enabled me, I think, to form an accurate estimate of them, as now centralized under one supervision and government; and I will proceed

to make such observations as existing circumstances suggest. Though the schools may be said to be generally in a state of prosperity, and the several examinations, in a measure, satisfactory, yet in some of them there is still room for large improvement. The Principals of nearly all of them seem to be competent and skilful teachers, but there is often much disparity of qualifications among the junior assistants, some of whom seem but little acquainted with the right principles of either governing or teaching their young and tender charge. The existing arrangements in most of the schools make such demands on the time of the principals, by requiring the teaching of a class, that it lessens their opportunities and sometimes entirely prevents them from making their experience available to improve their assistants in the art of teaching. This is the more to be regretted as numbers of them seem desirous of such help, to render their own good scholarship better available to the purposes of their calling. For this object there seems no measure that may be immediately of benefit, other than a Model School of Practice of the same grade, under experienced teachers, where they might occasionally be allowed brief opportunities of receiving Normal School instruction, their places being temporarily supplied by those already thus trained. This operation might be rendered still more effective, as I humbly trust, by my own intercourse with the schools through my course of instruction at my visitations. My methods of examining the classes also agreeing with the authorized practice of such model schools. This object might be further aided by a prepared manual of the system to be studied and required to be put in practice by all the teachers. Such regulation by no means to restrict experienced and competent teachers from modifying the principles there laid down, by varying the plans, as circumstances required. Our present Normal School, in its construction, wants only this co-operative action in the schools, to make it the platform of one of the best and most efficient of its kind; indeed better than any that has yet met my view in any school report, or any I have heard of by personal statements during my extended intercourse with educational authorities here, and many from abroad. Such a plan as I suggest, or one assimilating to it, needs to be brought into existence to meet this deficiency. However expensive any such plans might be, it should no longer be desiderated.

The popularity of our Public Schools and the masses taught therein, seem peremptorily to demand that an effort be made to successfully remedy this evil, and thereby render them more confidently effectual for educating, as they do already, nearly all the children of our city population. Here it may be observed that, without deep reflection on the subject, or for want of a right experience, teachers and trustees, however otherwise enlightened, do not with far-reaching views, realize the mischievous issues of even one misspent day of poor teaching in a school of two or three hundred pupils; there is not only the positive loss, but the probable evil incurred. How impressive this thought! when we remember that we have schools of one thousand. How important then, that they be taught on the best plans of mental, moral, and physical development, and that all teaching them be well experienced on all these points. It is the more incumbent, therefore, on the controlling authorities of our school system to secure such teachers, and the more so, when we consider that there is too often an incongruity in the teacher's pursuit. With too many of them, the duties and requirements for teaching are an habiliment put on as it were, only for the hour, instead of being worn daily and at all times. Then would such a one's life-time only, be still a preparation for teaching, leaving his example and experience a rich legacy,—an heritage to others after him. The teacher, in this spirit of his office, has ever open before him, both within and without the school-room, pages to be read to profit by such a mind as is always watching to possess itself with rich garniture, beneficently to furnish other minds. Such has sometimes been the practice even of very eminent Professors,—their life-time studying well their lessons before appearing before their classes, to bring every possible fulness to the task. There is some difference observable also in the government, order and general regulations of the schools. Here it may be said, some teachers are better disciplinarians than others,—all should be good, and also understand well the laws that govern mind. This is an important subject, and should, if possible, be put beyond the contingency of an experiment. Education as a science is not yet fully treated of: most treatises are adapted for individual instruction, and small schools, not for governing and teaching masses, which is

a very striking and embarrassing peculiarity of our city schools ; and for that reason, from their aggregate numbers, how vast must be their influence on the future state of society ! There are many teachers who both teach and govern mechanically, by plans, not principles. Teachers should be imbued with the sentiment of aiming to do good, and making full preparation for it. The teacher who governs only by force of stringent laws and penalties, soon tires and frets, and loses his usefulness. We might suppose a gigantic power that could "dam up the Nile," and turn its wending course, but it would be at the loss of the genial influence of its overflowings to enrich and fertilize the thirsty regions far extended from its banks. The firm, unyielding purpose of such a teacher must be blended with a more powerful influence, would he insure ultimate usefulness and success. He will invariably find in such plans of government, that as the weight is removed the spring recoils. Now, the very temperament of the steel that gives it this tendency, is itself, analagous of such an unchanging and pervading power as is needed for this better influence in the right management of schools. Of this we have some noble instances in our own schools. They weary not in their well-doing, but increase their enjoyment by the grateful sense afforded them from the exercise of moral and intellectual power over moral and intellectual beings, while refreshed with hope even of prospective good by this happy means of fulfilling this most serious part, of a most important trust. Pursuing such a course, then, what mighty influence is there in a word fitly spoken, a well-adapted word of encouragement, a look, a significant wave of the hand, all or either of them become a sure guiding rein to silence, good order, and obedience, mind governing mind. It is as the hidden law of that all-pervading power that keeps planets in their courses, and betrays itself in perturbation among the distant stars. In the government of schools, plans may succeed, or they may not ; but such influences cannot fail : they control by those principles of unalterable truth by which mind can alone be effectually governed. But since many difficulties lie in the way of always skilfully exerting this art, care and attention should be more cautiously given to every lesser means for securing good order and submission to authority, so essential to

the well-being, progress and success of our schools. Here,—mechanical arrangements, convenient school furniture, good ventilation, and the manual drill, are more valuable helps than, perhaps, may be generally allowed, especially the latter, for it has much the effect of naval or military tactics; and how important such kind of influence is, and how sad the consequences of the want of it, may be seen in disasters of shipwreck and other calamities, which, while order is maintained, hope inspires confidence, and possesses all with renewed strength, while disorder forbodes destruction and provokes despair. Against all such contingencies, the teacher is to train his pupils, for such may occur under his own government. All must be habituated to submit immediately to authority, and should be made to feel the majesty of law from earliest childhood, however obnoxious its restraints, or those by whom administered. It is the grand necessity of life,—no future opportunities will be found when it can be so well taught as at school. If not then, the time may come when its evil effects will be discovered with unavailing regrets. Order is at the foundation of all moral instruction, without it council cannot be given, and instruction is almost vain: the teacher himself becomes unmanageable, betraying himself into fretfulness, with a train of most evil influences. Among the helps to order, the bell is more important, perhaps, than may be thought,—though a small instrument, “it boasts great things.” In some of the schools they have introduced a substitute, I think, by no means as good.* An ordinary hand-bell of clear tone is a reliable instrument of government when well managed; it should be but seldom used, and it will have claims that will demand attention,—the slap of the hand and tap of the finger, (the Turkish domestic signals,) should be generally used, and the bell only occasionally. The manner of using either signal is greatly expressive of character,—confidence and skill to govern, speaks in the slow cautious tone of the bell, a single sound: it should never be rang. Then it becomes as sure a token to the pupil as the manner of holding the reins is to the horse. The energetic slap of the palms of the hands, also expresses confidence and fixed purpose, and, if properly done, would instantly bring every eye to the teacher. How preferable would be a pencil to a rod always in the hand of the teacher

* Compression Bell.

—by its gentle taps to give needful caution and signals, and sometimes, to notice passing events in a memorandum-book, or fly-leaf of the text-book.

Children love order, but not when obtained by severity or a boisterous and noisy manner. Let not so useful an instrument of promoting it be disregarded. I have seen the bell skilfully used, and the gentle tap of the pencil, work charms in quieting boisterous spirits and noisy tongues, while it precluded the sharper and disagreeable twang of the rod, and the less gentle tap of the noisy cane. Each school should be supplied with a small hand-bell for the desk, and a large one to signal from the play-ground. As the massive door and its hinges are dependent on the smaller screws, so school government sometimes hinges on small things, let none such be beneath the notice of those who would have good schools. Feeble teachers need every help of mechanical arrangement that may afford them advantages. Good teachers will maintain order under any circumstances, and will adapt to their purpose, with a sort of Robinson Crusoe shrewdness, any mechanical arrangements, however inconvenient; yet even they must have afforded them such advantages as will enable them to economise their strength, and preserve them too from wearying or wearing out in the work. Seeing that such facilities are so desirable, they should be duly considered in the arrangement of school furniture, and the fitting up of class-rooms. What an embarrassment to necessary movements to have the seats too high, or too broad, when they should be adjusted to an exact average measurement, that all may be accommodated; that every one may glide the arm gently to the writing-desk, and without at all raising the shoulders up, be able to put the feet flat on the floor, and place the base of the spinal column in contact with the supports of the forms or seats they occupy. The seats and other appliances of many of our schools, do not allow of any of these facilities; in some, the backs of seats reach to the shoulder-blades and higher, with the seats too broad, consequently the pupil, when seated, naturally slides forward, without resting the back against the supports at all, and so remains by the hour in a close class-room, without physical exercise. Now a seat, perhaps only an inch narrower, and a back a few inches lower,

would incline the pupil to sit erect and natural, and especially if the back was slatted and open, instead of a solid plank; then the pupil might adapt himself somewhat anatomically to his seat. This plan would also have the advantage of favoring ventilation, so much needed, by allowing the egress of air at the natural movements of the pupil; this is now sometimes prevented by high, close backs, which, from warmth and want of ventilation, must tend to weaken the spinal region. Then there are several rows of similar forms, with the distance between them so straitened as to increase the evil. Further benefit of ventilation might be obtained, by having the shelves beneath seats in class-rooms left open behind, which would be an advantage also for brushing out litter, that will accumulate with all possible care to avoid it. The seating of the class-rooms of No. 2, in Henry street, and No. 31, in Monroe street, seem best adapted to the end of any I have seen. The seats of the writing-desks are in most cases too distant; their position should be such as to compel the pupil to a natural and erect position while writing, otherwise curvature of spine, and constriction of the chest, and raising of the shoulder-blades, so injurious to the lungs, will be the consequence. The pliant materials of the limbs, with all their ligaments and muscles, in childhood, are easily distorted by daily being cramped at their movements while sitting or rising from the writing-desk. Mott's anatomical chair, which is in some of the schools, corrects these evils. When properly placed, and the pupil rightly drilled in the use of them, by their eccentric movement they give advantages possessed by no other school chairs I have seen, and by great care and deliberation in the adjustment of the measurement of the several sizes prepared, they are adapted to the range of size in children of a school age. I regret to see a seat so well adapted to school purposes not generally adopted, and a preference given to others that may appear better, but by no means as suitable and useful for the designed purpose. Many of the galleries in the Primary Departments seem to have been erected without any just measurement for their intended purposes. In most instances there are two galleries—one is preferable, to be central from the side walls, and with a space of two and a half feet from the rear wall, with *slatted* sides and backs; the seats seven inches wide, the back-board about 8 inches high, the risings to slope

inward, allowing space for the feet to occasionally move backward; a space in the center, between the ends of the back-boards of the seats, or a hand-rail is a sufficient division for the stations of the boys and girls. It would be preferable that Primary Schools and Primary Departments be laterally seated. Such an arrangement is more favorable to ventilation, gives also liberty to the eye, which is always agreeable, and is also better adapted to a manual drill, so very necessary for physical purposes and the varied operations in the management of a strictly Primary School. The arrangement of the seats crosswise, without parallel passages between them, is attended with many inconveniences, where teachers are to carry out right plans of physical exercises and a manual drill, so promotive of both health and good order. All the desks should have apertures in the front for the slates; where this is not the case I have found writing, drawing and dictation, somewhat neglected; when the slate is laid on a shelf beneath the desk, much derangement consequently ensues in connection with the necessary movements for writing and drawing. The shelf also interferes with a proper position of sitting, by requiring the pupil sometimes to straighten the knees. School furniture should be as light in construction as is consistent with strength and durability, therefore stanchions and all necessary supports should occupy as little room as possible. The iron scrolls attached to the desks in some of the schools, are of an excellent model; such work is not only light and airy and of suitable strength, but also favors ventilation and cleanliness, enabling the room to be more thoroughly swept. The class-rooms are generally too small for the number obliged to be at times congregated in them, and are rendered still more limited in their accommodation by heavy furniture, boxed up with close sides, and backs like the old-fashioned porter-house forms, no doubt physically injurious to the pupil by its construction. School architects should remember that a cubic foot of solid wood more than displaces a cubic foot of elastic air. This suggests to me to observe, that the various appliances for the purposes of ventilation are too generally, by neglect, rendered of little use, and some of them liable to get out of order. I am inclined to think that, until the subject is better settled by the scientific, the safest and

most reliable plan of ventilation is by the doors and window sashes, provided that an indicator or valve curtain be attached to the upper lintel. This strip of muslin, of fifteen or twenty inches long, and four in width, should be attached to the window sashes on the opposite sides, and those windows only to remain open where the indicator flaps outwards. Then the mephitic and carbonic gasses, in fusion with the rarefied air of a heated room, notwithstanding its tendency to sink under other circumstances, would rise with the rarefied air, and be whirled out at the upper sashes by the draft that will ordinarily be sufficient; but may be occasionally increased by an opened door, or valves prepared for the purpose. The doors and windows should always be opened a few moments at every recess, to obtain a supply of pure elastic air, and to allow the vitiated portion to escape by a stronger draft. The children at this time should all be in the yard for physical exercise; and such as are unable, from infirmity, to go out, exercised within the school-room. There may be other plans that are considered more efficient; yet this, though it may not be always depended on as an expedient, I have no doubt it may be successfully used as an auxiliary. But this neglected subject is so important, it should receive close attention, and still be made a subject of serious legislation.

A well appointed and cleanly school, where good order is maintained, cannot fail to be agreeable and attractive to any class of pupils that may enter it, and will induce regularity of attendance; but there is a point yet of more consequence, that of punctuality—perhaps the most important in its influence on the moral character of the pupil, and his future success in life. It may not be too much to say, that the best efforts of the teacher should be exerted effectually to secure it. Could but one entire school effect this one point habitually, what a mass of active industry and intelligence and virtue, that one school would in after years bestow upon community; and how magnificent would be the issues of the well regulated lives of such. Many varied plans may be resorted to by the teacher, and adapted to circumstances; yet a well regulated system of distribution of certificates or testimonials is most desirable, and would eventually prove most successful. They should be

awarded with the strictest impartiality, and nothing should be allowed to interfere with the regular distribution—the smaller ones to be given once a fortnight by the teacher; the larger ones every six months by public distribution. These valuable testimonials will prove to the pupils a school incentive of the best and purest kind, and may hereafter become a means of securing for them situations of trust and permanent employment. They should be expressive and tasteful in design, and well executed, to be attractive in appearance; the smaller ones, especially, might exhibit on the borders approved maxims. The ready truisms of Franklin's "Father Abram's" sayings, are most suitable for the purpose, and worthy to be thus scattered abroad. They might often too, be the point of useful moral lessons. Let not the noble and generous incentives urged by such rewards be counteracted by those of a doubtful character. In connection with the subject of attendance, the calling of the roll, as a matter of discipline, is important, and should never be omitted. The pupil is thus made to feel, as it were, the teacher's hand laid upon him; it is felt because it is personal; it will be felt by the absentees themselves, when they know their name will certainly be called, though they are not in their places. The practice of roll call serves so very valuable a purpose, it should by no means be omitted, and the record regularly made. It is to be regretted that an interchange of the class-room exercises for an occasional general one, is so little practised. It always improves the social condition of the school, giving it a home character that will always render it the more attractive. So far from encroaching on the time of the school diary, it becomes a gain, by the increased energy and vigor, both mental and physical, conferred by a proper and limited attention to so valuable a plan. Its adaptation too, to the varied uses, in writing dictated lessons, &c., render it the more desirable to be adopted and practised—the more especially so, as I have to observe that, that most intellectual school exercise has much fallen into disuse. This exercise is valuable to cultivate habits of attention. It also gives an aptitude to write correctly what is deposited in the mind; gives also a readiness to read the writing characters, and begets a habit of precision in copying and writing down from memory. It is also an aid to teaching ortho-

graphy and definitions, and is of course of high utility as a means of general mental cultivation. It awakens attention, excites intellectual activity, and developes the dormant energies of the scholar more effectually and more agreeably, than can be done by any other school exercise whatever. It undoubtedly ought, for these reasons, to be effectually revived in the schools. Immediate attention should be given to adopting a School Dairy regulating the time and order of the assigned exercises. There is much diversity of practice at present in the schools, generally the class-room exercises are too long, protracted exercises weary the faculties, and then they are in an enfeebled state, and time is only lost in endeavoring to force activity. Languor is a serious evil, and should be most cautiously avoided, for if persevered in it may lead to serious physical evils. Habits of diligence are not so much acquired by constant tasking and working, as by habits of close application while employed; therefore, short lessons and frequent physical exercises will ensure the best mental improvement. The moments of school time to be sure, are precious, and the economy of the school should be such as to strictly use them all up. But those set apart for physical training should not be considered the least valuable. Protracted, and consequently languid exercises also induce indolence. No time is lost in music or in play, if the pupil possesses, as he should, by right training, habits of attention—with mental and bodily activity. A good energetic manual drill, will skilfully redeem more time than any other pains-taking on the part of the teacher.

That important branch of domestic economy, plain sewing, is entirely omitted in many of the schools; a neglect greatly detrimental to their usefulness. To be well instructed in fixing and fitting work for sewing—to hem, stitch and darn well—are qualifications that will greatly promote usefulness in any station in life. But to the poor, it is absolutely necessary, and therefore in large cities should be considered always an important branch of Common School instruction. Any one conversant with the state and condition of the poor, must have observed how great an advantage it is to them to have merely the knowledge of darning, and what thriftlessness ensues from want of it; how much more then, a good knowledge of plain sewing must tend

to make them notable and industrious. Sewing in schools should be classified in teaching by its various stitches, and the practice of it attended to on the part of the teacher, with precision, carefulness and neatness, such as shall influence to industry and cleanly habits, and an important and desirable purpose will then be accomplished by teaching the girls a branch of domestic economy not only beneficial, but essential to the poor and middling classes; and useful and honorable in any station. The exact knowledge of this branch, and other needlework, and works of taste, may sometimes also be rendered available to all for a maintenance and livelihood.

Cleanliness, when we consider its moral influence and its great importance to health and comfort, is not so effectually attended to as might be expected from the measures taken to procure it; at least as observable on the school premises. The janitors who perform the work may not always be supposed to understand or feel the importance of it physically, or as a moral duty, so well as the teachers themselves, who, consequently from the present arrangement do not so much feel the responsibility, and have not, or do not exercise power to enforce strict attention upon the janitors. It is in the Primary School that every good habit is to be acquired, and personal attention there by well-managed plans for cleanliness, is of first importance, and careful provision should be made for carrying out the valuable school motto "A place for everything, and everything in its place;" thereby disabusing the parents of the prejudice in regard to clothing, "that anything will do for the school-room." Inspection of hands, faces and attire, should therefore be included in the daily opening exercises. This, not seemingly a formality only, but every neglect should be noticed, reproof given, and observations made to encourage the cleanly and neat. Such remarks become at the same time a matter of discipline to the negligent. Such plans will be of but little use unless daily practiced and daily enforced; and then every necessary provision also be made by towels, soap, &c., to enforce such essential regulations. Cleanliness is an important point to gain, and is worth an untiring vigilance and perseverance to secure it. But once established, what a bright recompense it is to all. The teacher's own example will, of course, be found of the first importance. Let

hem fear the critic eye of their pupils, who will perceive any inconsistency far sooner than other observers. They cannot therefore be too scrupulous of appearing before the children with disordered attire or uncleanly persons, or presenting before them slovenly and unseemly practices. By a strict decorum in all these points they will better gain the respect and win the affection of their pupils, by so much the more, as they become thereby more dignified and agreeable. It should be exacted of the janitors to keep the yards scrupulously clean. The entire premises should be constantly and closely inspected by some one, and perfect cleanliness secured at all points; and the pupils expressly instructed in their duty to keep it so. Where you see a clean yard, you may expect to find a very clean school-room, and the children as much so, even to neatness. This is a prognostic that scarcely fails, would not the correction of this evil of out-door dirt, correct many another one about the premises? And are not the out-door premises often uncleanly and in disorder, (and other out-of-the-way places within,) because it is not expected that they will be inspected by authorities. The school premises, in my late visits, have generally been found in a condition that calls for these strictures—and calls loudly for reform.

The several small Colored Schools in the upper wards of the island; have been respectively visited by me with much interest. By a personal intercourse with them the importance of sustaining them becomes more apparent, even though from the smallness of their register, they must be maintained at a cost that may seem prodigal. A school-room, teacher, benches and appliances, for only two score of pupils or less, might be thought inconsistent, but the little colonies of population whence they are drawn, are so situated, that unless they are thus provided for, they must remain uneducated. Private schools are seldom established for this class of population. The scores of uneducated boys and girls, will soon be scores of ignorant and vicious men and women. And if not provided for at the Common Schools, even at a sacrifice of funds, the authorities become justly chargeable with the neglect. Many of the Primaries are so situated that they are constantly interrupted and annoyed by vagrant boys from the streets. The order and business of the

school is frequently and seriously interrupted. Sometimes I have been prevented from obtaining admittance, the gates being locked to keep out intruders; the School Officers have some times had the aid of the police. But this serious evil still exists. The young females having charge of these schools should be protected, also the property and school-buildings which are frequently broken open. The authorities should be induced to detail for this purpose a special school police during school hours, or some other efficient arrangement should be made.

The proper requisites for the schools are, the spelling-stick and dissected letters, a numerical frame and black board, a small globe, a box of geometrical solids, and one of minerals, a large outline map of Europe and the United States, and one of the hemispheres; also a foot rule.

The following list will show the range of instruction in all the classes. I have prepared it as an index to a form for marking the comparative grade of the exercises, both mental and mechanical, and other items connected with the operations of the schools:

No. of the School,	Writing,
“ “ the Class,	Drawing,
Reading,	Book Manual,
Punctuation,	Manual Drill,
Spelling,	Gallery Exercises,
Definition,	Order,
Roman Numbers,	Ventilation,
Tables,	Cleanliness,
Arithmetic,	Out Door,
Method,	School Records,
Common Things,	Apparatus,
Geometricals,	Music,
Minerals,	Attendance,
Dictation,	Moral Code.

From my observation the number of vagrant children in the street must be very large, both from non-attendance and truancy. Measures to obtain the school statistics of the city, and to compare it with the ratio of the juvenile population, is very desirable. On the 18th of September, in a brief walk, eight blocks north of Tenth street, and west of avenue C, I counted 580 children without ostensible employment. At one point, left a

school of 1,400 in attendance, and at the other found one newly organized, that had received within two days 780 scholars. Such a fact suggests the necessity and desirableness of some effectual measures or agency to be established, that shall gather the neglected children into our schools. An exploration of these fields of ignorance and destitution would afford important and interesting results, and its instructive statistics might lead to new and efficient measures for improving the civic economy of our city, guiding, perhaps, with surer light, the benevolent and philanthropic in the art of doing good, ameliorating the condition of the poor in the most destitute localities, and elevating them from degradation by the lights of virtue and knowledge. In the course of my examination I daily witnessed the interesting office of opening school in the morning. Generally finding a full and punctual attendance, it was a delightful sight to see *all the teachers* assembled at the platform, and the bell touched, when the most profound silence reigned, sometimes amidst seven or eight hundred little ones; then a portion of the Scriptures would be read with due solemnity, the little auditory observing the greatest possible order and decorum, and also apparent reverence, without an effort on the part of the teacher. Then with folded hands and closed eyes, they followed the teacher's gentle voice in the brief words of the Lord's prayer, closing the impressive exercise with a sweet hymn of praise; how beautiful in its moral influence must such a daily exercise prove. At lunch times, too, I have seen them in the same impressive manner repeat the following childlike and expressive benediction:

Blest be the God whose kindness gives,
 The food by which my body lives;
 My God, I thank thee for this food,
 My life, my health, and every good.

And at the close of the day, which ought be a thoughtful hour, all rising with folded hands, would repeat and sing the following parting and supplicatory hymn:

Lord, dismiss us with thy blessing,
 Poured upon each youthful heart,
 Let us each thy fear possessing,
 To our homes in love depart.

Bless, O Lord, our fathers, mothers,
 Send our teachers light from Heaven ;
 Bless our little sisters, brothers,
 Let thy grace to each be given.

Keep us all this night from sorrow,
 Give us slumber soft and sweet ;
 Grant us health and life to-morrow,
 In our school again to meet.

What is there here exceptionable ? How touching this to the pliant heart of childhood, and how soothing to the sympathies of their teachers ? And why should not this procedure be that of all the schools—how valuable the impression made on the minds of the pupils, and perhaps never to be forgotten—how preferable this to hasting away with little or no formality, and without these agreeable associations. Moral lessons should certainly form part of the regular instructions in Primary Schools, and should still be extended as they advance. Every child should understand why they should not lie, steal and swear, be idle or disobedient—why they should guard their own life and health, and regard that of others—why not destroy public property, the school furniture, his own clothing, &c.—the evils of gluttony, cruelty, gambling and other vices—and should be able to answer questions on these and other subjects of the moral code. Teachers should be capable of giving such instruction, and the pupils should be regularly examined on this subject. A few books of this character are now in some of the schools, but not used in a manner that is effective. The excellent works of Miss Sedgwick, “Moral of Manners,” and the sequel to it—also, “The Manual of Morals,” are occasionally read to them, and by them. Popular books on the subject for the teacher’s use are scarce. As useful a treatise as I have seen is—“Diamond’s Moral Essays.” The use of judiciously selected hymns and moral songs would prove useful for the purpose. The preference for sacred music and scripture stories I have noticed in children of the worst habits ; this, with other predilections, may be called the instincts of childhood, or the leadings of Providence, that seem to indicate a natural medium for purifying their moral nature when degraded. The following I have sometimes heard

recited between the teacher and the scholars, all the responses being with the right hand folded each time on the heart :

Teacher.—You must obey your parents.

Scholar.—I must obey my parents.

Teacher.—You must obey your teachers.

Scholar.—I must obey my teachers.

Teacher.—You must never tell a lie.

Scholar.—I must never tell a lie.

Teacher.—You must never steal the smallest thing.

Scholar.—I must never steal the smallest thing.

Teacher.—You must never swear.

Scholar.—I must never swear.

Teacher.—God will not hold him guiltless that taketh his name in vain.

Scholar (repeats the same.)

Teacher.—God always sees you—(slowly and in a soft tone.)

Scholar.—God always sees me—(repeated with eyes closed and hands folded.)

Teacher.—God hears all you say.

Scholar.—God hears all I say.

Teacher.—God knows all you do.

Scholar.—God knows all I do.

Teacher.—Depart then from evil, and learn to do well.

Scholar.—Let me then depart from evil, and learn to do well.

The Primary School should be maternal in its character, and consequently assumes maternal responsibilities. Habits are here formed for life, and stamp given to character scarce ever to be effaced. How important a part of education in Primary Schools then, is moral training. It is, with the lights of knowledge, to be the prop and stability of the future Commonwealth. "The child is the father of the man," is a truism of too much force, to omit because of its triteness. The teacher's influence on the character of the pupil is greater than any other, with what confidence and faith-inspiring emphasis a child will say, "*My teacher said so.*" Let teachers then take care what they say, and *how* they say it—and while they endeavor to conscientiously discharge the several divisions of their important and responsible labor, let their efforts here be to exercise such fidelity, and so persevere in their efforts as to be sure to attain success.

The exercise and training of the physical powers forms a most useful and healthful part of a right education. Opportunities for this should not remain always till the allotted recesses from instruction—but should be occasionally allowed at intervals while at their lessons. It is necessary by such means to expand the superfluous fluids of the body,—any restriction of these promptings of nature tend to uneasiness and discontent in the pupils, and is expressed by constant twitchings and action of the body. A proper and necessary condition is restored, by a few moments exercise of the upper limbs, and occasionally rising from the seats. A few moments thus spent gives increased ability and alacrity, to continue the exercise with renewed application and diligence. Let it not be forgotten that “protracted study may prove the grave of youth and talent.” On the play-ground, teachers should be present with them at times, to direct their exercise, and to superintend them while in pursuit of their own voluntary recreations, which should always be allowed them, both by voice and limb—so long as subordinate to propriety and good feeling. Throughout the whole animated kingdom, young creatures require almost continual exercise. At times, too, allotted to physical training, which should not be too limited; sometimes the mind might be recreated by singing some wholesome pleasant maxims in verse, walking and skipping with suitable motions and evolutions. The lungs and its appendages thus at the same time exercised with melody. The silken cords of the social compact would thus be strengthened, activity of thought and limb promoted,—and the whole man, moral, physical and intellectual, might thus at brief occasions, be at once positive in their progress; and exercise and amusement become useful to mind, heart and body. The most finished educator of Greece said, “He becomes a cripple, whose mind only is exercised, and the body allowed to languish through sloth and inactivity.” The truth and good sense of the remark leads me to observe, (and I wish to do it with emphasis,) that there is a want in our Primary Schools of a proper manual drill and a system of general physical exercises, so necessary to the right growth of the pupils pliant limbs and muscles—that should teach them also to stand, to sit and to walk, naturally and gracefully. The open area of the school-

room, when laterally seated would be very useful. A brief course of gymnastic exercises might be prepared which in a few minutes would suitably exercise every limb, joint and muscle of the whole body—and not one set of them at the loss or expense of the other, as is often the mistake; but each to receive a due proportion of exercise. It is necessary that all the exercises be performed naturally and with grace. For this purpose, the teachers themselves should be trained to a regular system of calisthenics. The subject, as I have presented it, is one of gravity and importance, and worthy of full consideration—to secure due attention to so needful and neglected a department of instruction in all schools, as physical training,—and one which they cannot do without.

I have given much attention in my examination to the abecedarians. It is important that they be intellectually taught. The arbitrary process of teaching the names of the letters, and to distinguish their forms, as arranged on an alphabet card, without teaching their elemental powers or their use, is to little purpose. This method is dull and repulsive, both to teacher and scholar. The teaching of the A B C class should serve as a model for all others. The letters should be at once taught by their *use* in forming words, and the use of words, by giving their meaning. By this intellectual process the faculties are cultivated, and the mind developed,—and thus acquires a strength of grasp better fitting it for every other step in progressive instruction. The spelling stick and dissected letters, or separate letters on cards, are used for this purpose,—the alphabet card being only used to show the consecutive order of the letters, and to distinguish them as consonants and vowels. In examining the abecedarians, my object was not so much to ascertain if they knew their letters, or which words they could spell,—but rather to ascertain their faculty of attention and retention,—which would prove a better test of their having been rightly taught. The results were various—in some cases very gratifying. Observing that the practice and rule has been rather to read loud than articulate, I have directed early attention to be given to the elemental powers of the letters, and the practice of pronouncing lessons—comprising difficulties of enunciation and articulation. Why should even the youngest pupil

remain ignorant of the distinction between a vowel and a consonant, when the following easy illustration will possess them of that knowledge, in a manner never to be forgotten. Let the pupil open the mouth wide and insert the fore-finger, while pronouncing A, E, I, O, U, and then attempt to pronounce B or P, and it will be palpably proved that the one, are only breathed sounds, and the other articulated—or, as expressed in a more simple form, *open* and *close* letters; the one pronounced with the mouth open, and the other by the use of the lips, tongue and teeth—or the one sounded by itself, and the other not without the use of another letter. For B, P and other consonants close up the sound of A, as ab; but after them, the vowel sound is prolonged. Correct and precise enunciation should be taught at an age when the organs of speech are flexible, the hearing acute, and the mind more observant—being unencumbered by a multiplicity of ideas.

“After a child has learned to speak ill, he *may* be taught to speak well; but the chances are against him. But why should he have the trouble of breaking bad habits?”

To render speech, and, of course, reading, distinct and intelligible, the main dependence must be placed not so much on mere power of voice, as on the perfect action of the articulating apparatus within the mouth. Voice has its origin in the exercise of the abdominal muscles,—is forced through the lungs and windpipe to its enlarged opening, the larynx. It is then audible, but not articulate. It is at this point that skill is required, to give accuracy of enunciation to every variety and modification of its powers. The process of effecting this is quite easy and simple, if the requisite knowledge is possessed. It should be attended to with care and precision, and should be begun in vocal lessons, with the very youngest pupils, before teaching to read. The pronouncing lessons of the abecedarians should then be continued, and extended by classified tables of difficulties, and by reading lessons entirely intelligible to the pupil; comprising varied reading, with much colloquy. By the use of such reading books, they will be easily and naturally guided to perfect their instruction, by every proper cadence, emphasis and inflection, till they will soon become correct and agreeable readers. Some reading books are only an obstacle to such suc-

cess. A judicious selection of Primary Readers is important. There is a great variety now in use in the schools; this perplexity, limited time, and the necessary caution required for the purpose, has at present prevented me from preparing, as required, a list of such as shall give uniformity to this course of instruction in the schools. But every obstacle will not then be removed; for however plain and well elaborated may be the treatises teachers may consult on the subject, it will only be by practical lessons from the living teacher that they can prepare themselves for performing well one of the most important branches of Primary education, and one which also has a great amount of moral influence in its effects. All the younger teachers especially should receive such needful instruction by an arrangement in the present Normal School. Short oral lessons with natural and artificial objects should be attended to in all the classes; but this does not receive the attention which, from its intellectual character, it deserves. It need occupy but little time, but would be very productive; stores of useful knowledge might thus be acquired by little effort, and without at all encroaching on other necessary lessons. Much time is now spent in oral instruction by merely reciting tables, but which might be employed in this manner to much more advantage. It is surprising how permanent knowledge thus acquired becomes. The eye is the shortest and surest method of communicating with the mind, it is far more attentive than the ear, and does not so easily forget. Such lessons would cultivate also habits of observation in the pupils, who, when attracted by objects around them, would revive their instructions, and often thus review their daily lessons of this kind.

In a Saturday's afternoon ramble, with a few Primary scholars, one brought me an odd shaped stone, and said it was amorphous, on asking him what that meant, he at once replied; "It is of no regular shape"—others were spheroids, and his stick "A cylinder in shape." The object lessons from the geometrical solids in this case, had not been lost, for here was a direct application of the knowledge thus acquired; so also a little girl in the street looking in at a shop window, called a spoon "a shallow vessel for eating with." It had "a handle and a little bowl—her teacher said so." There is no better definition in

the dictionaries. Scholars thus taught must become intelligent. Such lessons may be made to occupy a wide range of knowledge, and, if classified and associated, could not fail to be well remembered. Let the following serve as an example:

Things that contain (Vessels.)

Vessel.....	} A hollow body.
	} A body that will contain fluids.
Bell.....	A vessel for sounding.
Tub.....	A vessel for washing.
Pail.....	} Vessels for carrying water.
Bucket.....	
Basin.....	A vessel for washing the hands.
Cup.....	} Drinking vessels.
Bowl.....	
Tumbler.....	
Pitcher.....	} Vessels for pouring water.
Ewer.....	
Phial—Vial.....	Vessels for medicine.
Bottle.....	} Vessels for liquor.
Jug.....	
Demijohn.....	
Flask.....	
Can.....	
Carboy.....	
Canteen.....	A soldier's vessel for drinking.
Tube.....	} Vessels for conducting water.
Pipe.....	
Sewer.....	
Aqueduct.....	
Keg.....	} Close vessel for liquor, also for flour, meat, &c.
Barrel.....	
Cask.....	
Hogshead.....	
Bunghole.....	The opening in a barrel.
Bung.....	The stopper for a bunghole.
Inkstand.....	} A vessel for ink.
Standish.....	
Vat.....	} Large vessels for distilling—for tanning.
Cistern.....	
Pan.....	A vessel for milk—for baking.

Dish.....	} Shallow vessel for eating with and serving food.
Plate.....	
Spoon.....	
Saucer.....	
Trencher.....	
Jar.....	A vessel for preserves.
Tureen.....	A vessel for soup.
Vein.....	A blood vessel for conducting the blood.
Ship.....	A vessel for sailing on the sea.
Canoe.....	An Indian's vessel for the water.
Kettle.....	A vessel for boiling water.
Tea Pot.....	A vessel with a spout for pouring tea.

Similar classifications might be formed :—

Things that contain,

Made of Wood,	Metal,	Cloth, Leather, &c.,	Evergreens.
Box.		Bag.	Fir.
Trunk.		Pocket.	Pine.
Chest.		Pouch.	Cedar.
Case.		Sack.	Cypress.
Canister.		Pack.	Hemlock.
Coffer.		Satchell.	Yew.
		Pocket-book.	
		Envelope.	

Metals.—Precious—Gold, Silver.

“ The heaviest—Platina, Gold.

“ The most useful—Iron, Copper, Lead and Tin.

“ Fluid—Quicksilver.

Different kinds of Fruit. The names of the young of different animals, male and female. The Flesh of different animals, what called. The voice or natural call of animals. The largest and smallest quadruped—the same of birds, of insects. A collection of cattle, of birds, of insects, of fishes.

Words thus associated and classified, and knowledge thus epitomized would soon possess the pupil with ready definitions and a good knowledge of common things—a household vocabulary full of sense and meaning and of life-long usefulness.

No better means can be used for introducing this subject to the attention of the pupils than a set of the geometrical solids,

and a collection of minerals, such as are connected with agriculture, arts and manufacturies, viz: Quartz Felspar, Granite Hornblade Sienite; Quartz Chrystal, Granular lime-stone; Compact lime-stone; Statuary marble, Gypsum, Hydraulic lime; Rhombic spar, Serpentine, Soap-stone; Talc Asbestos, Lava, Pumice stone, Coral, Organic remains and Anthracite and Bituminous coal. These show the materials used by the farmer, mechanic and manufacturer, and artist; while to the merchant they supply his richest merchandise, some of these form the farmers' soil and the means of improving it; a knowledge of the association and locality of the different minerals may often guide him in the selection of his soil and perhaps to the discovery of quarries of granite, sienite and marble, to supply the architect; slates for the schools and materials for the artist, manufacturer and druggist. The knowledge of these primary minerals, forming the elements of our globe, is not only useful but always interesting to the young. From quartz we have the manufactory of glass; felspar that of pottery and porcelain; from quartz again we have the treasures of the lapidary, as its crystallizations supply the majority of the precious stones. The merchandise of mica, (one of the most attractive among minerals to the young,) is extensive in Russia, and there greatly useful as a substitute for glass, and its domestic use with us in the household stove for anthracite coal, is also of some purpose. These three minerals supply to the builder his most solid materials. In the formation of the most beautiful material for architecture, the hand of nature has blended *hornblende* instead of mica, and presents us a material as beautiful as it is lasting for the purpose. Porous quartz, or burr-stone, forms the mill-stone for grinding our grain; compact quartz, or sandstone, is an article our cutlers could not dispense with, and perhaps for the want of it surgery might have to stay its Samaritan hand. The limestone formations are of equal utility and interest. Limestone parts with its carbonic acid by burning, and gives us quicklime for whitewashing and plastering our walls; compact lime comprises all our marbles and the material for the lithographer; it presents to the sculptor the most beautiful material for impressing the magic touches of his mimic life. Hydraulic lime cements our aqueducts and cisterns and ornaments

with stucco our public edifices; the safety and purity of our Croton confesses its usefulness to man. Crystallized lime, (sulphate,) selenite and gypsum, give the hard-finish of the ornamental plasterer, also casts of ancient coins, statues and fossil remains, for the antiquarian who is not so fortunate as to possess the valued originals, while it supplies to the sculptor the plastic material for modelling the design to be executed in more lasting material, and to the stereotype plater the means of extending the blessings of the press; again the farmer needs it in the shape of "Plaster of Paris," to enrich his soil; turnips and grass would cry out against its abandonment in agriculture. Serpentine hides the medicinal treasures for the physician, in the shape of magnesia, also the chrome ore, for the manufacture of the beautiful chrome yellow, so prized by the painter. The soapstone of the same family performs the office in vain looked for from the hardier and older rocks of primary formation; quartz, feldspar and granite would crackle like thorns with the touch of fire, while the magnesian stone, by its endurance of heat, becomes useful for the lining of stoves, furnaces, &c.; to it the Russians are indebted for the comforts of a northern winter. Even the specimens of volcanic origin are not without their uses; from lava are manufactured many pretty ornaments, and the foam of the volcano is the pumice stone, required in the manufacture of parchment, itself an item of usefulness to man. The painter and cabinet maker could scarcely dispense with the use of pumice stone, though supplied with the finest sand-paper. The anthracite and bituminous coals supply both heat and light for the comfort and convenience of man. Such are some of the relations and uses of the proposed little cabinets of minerals, most properly belonging to Primary Schools, and which cannot but prove abundantly useful, with other plans and operations I have herein recommended for them, which, if the skill of the teachers will only enable them to carry out, they will become intellectual nurseries for the younger pupils; where, having been used to be fed with bread, they will not afterwards be put off with a stone, but will demand intellectual processes of instruction from their future teachers in the higher schools.

S. W. SETON,
Asst. Supt. of Schools.

REPORT

ON

EVENING SCHOOLS.



REPORT.

TO THE BOARD OF EDUCATION OF THE CITY OF NEW YORK.

THE EXECUTIVE COMMITTEE ON EVENING SCHOOLS, in accordance with the requirements of the Board, beg leave to submit the following

REPORT.

THE year whose labors we close by the submission of this report, marks an era in the history of our Evening Schools. Never, since the organization of these institutions, has there been so many in operation, and never has the number of pupils been so large as during the past year. The whole field of action has been extended, the means used have been better adapted to the objects constantly before the Committee, and there has been an evident and highly honorable emulation among the teachers to place their respective schools in the front rank, both for efficiency of administration and the progress of the pupils. These influences combined, have resulted in giving our Evening Schools an important rank in our system of instruction. The demonstration given by the reports of the teachers of their value, can leave no doubt of the necessity for such schools, and the influence which they must inevitably exert.

In obedience to the instructions of the Board, the Committee ordered a short term, which commenced on the 9th of January, and continued until February 24th—a period of seven weeks. This term was not as well attended as that which closed on the 22d of December preceding, but the character of the pupils was improved, and the results obtained were better than of that term. The fall term is attended by many who become weary of the confinement of the school-room, and after holidays prefer to withdraw. As a consequence, the majority of all who attended the spring term were those who were earnestly determined to improve their time to the best advantage. The class-rooms were in a measure relieved of the less attentive scholars, who often retard the rest in their progress; and the ambitious and *working* pupils were thus afforded a better opportunity for improvement.

The term which commenced with the month of October has been one of marked interest and success. The promptitude with which the class-rooms were filled at the beginning of the term, and the constant high weekly average, seemed to inspire not only the teachers, but the pupils of every school, with a sentiment of respect and mutual interest, in regard to the winter's result, which led to a full appreciation of the nobility of the work. The fact, which soon became generally known, that the attendance was nearly double that of last year, gave the schools a *prestige* of popularity, which extended its circles until many thousands were brought in to receive their benefits.

This is one of the effects which it is eminently desirable to reach at the earliest period. The Board, by its Committee on Evening Schools, should carry out such measures and plans as will make these institutions universally adapted to the wants of all who desire to devote their evenings to mutual improvement. There are many methods of attaining this end, some of which are indicated in the concluding portion of this report.

There are a variety of influences at work in our community, which are distributed through all its ramifications, so that even the humblest may be more or less moved by them. The universal dissemination of intelligence through the press,

which now adapts itself to the wants and pecuniary resources of the lowest as well as the highest, and the education afforded to the people by our common-school system, serves to advance the tone and the standard of character among the working classes. The very general intelligence of American working-men, as compared with the attainments of those who come among us, offers a contrast so strong, that the more ambitious and reflecting among them are inspired with a resolve to acquire the same amount of information. The man who cannot read, write, or cipher—who is thus unqualified for even the lowest place of business responsibility beyond the mere labor of the hands—suffers in comparison with the worker next to him in the shop, who can make his own calculations, and write them out so that they shall be accurate and intelligible. This silent but powerful influence of example and contrast acts with great force upon the minds of many, who see the advantages of such attainments in a simply money-making point of view.

This consideration lays before us the very fundamental law of business life and experience, that *the intelligent working-man is not only a better workman, but he can do more, and earn a better reward, than the uneducated laborer*. This has become so fixed a principle in business pursuits, that it may be regarded as a law not less certain and universal than any other law of the material or moral world. Our civilization is the result not of ignorance but of advancing intelligence. The labors demanded by this change in the condition of man, require that he should be something more than a mere machine or an animal. They call for a higher degree of intelligence in the performance of the manifold duties of the office, the workshop, the factory, and the foundry.

Mechanical improvement and invention for the last half century have been so stimulated by the wants of the world, that many machines now perform far better work than can be produced by the hands of tens of thousands of ignorant laborers. A man of very high intelligence has expended perhaps years upon the invention of a wonderful machine, which is so accurate in its movements as to accomplish all that could be gained were that intelligence engaged directly in its operations. The

result is that in almost every branch of business, the merely physical labor of the hands, which requires only strength and motion, is now performed by more mighty and uniformly-acting engines and machines, while those operations which call for the human intelligence are becoming more and more important.

There is little, it may be said absolutely nothing, to prevent the working-men of the city of New York from attaining the highest position for their character and intelligence. The avenues are open to them, and if they will use the facilities afforded, they may soon place themselves in an honorable rank. To lead them to make the efforts necessary will involve time and labor, but the results attained will be invaluable.

The mere possession of a certain amount of information is not all that is to be gained by giving an education to the working-man. It is not that he may be able to write his name to a receipt, or to count his wages. This is well. But the broader and more valuable result will be in its influence upon the character and habits of the workers themselves, and those with whom they associate. The ignorant are apt to be thriftless, improvident, and vicious. But education, in proportion as it is afforded to them, serves to correct defects and corruptions, and to lead them to higher thoughts and habits.

These habits are nowhere better exhibited, as a merely economical illustration, than in the workshop. Here the intellectual and moral character of the laborer is displayed in the manner of doing his work, the quantity of wasted material, and the quality of the work when finished. There is not a man in business, who has ever watched his employ  es, who will not concur in the remark that, in these respects, the intelligent is far more profitable than the ignorant workman. A choice between two men, with even a large difference in wages, is almost always decided in favor of the competent journeyman. The ignorant man is usually more apt to be controlled by the simple consideration of his wages against so many hours' work. A conscientious and careful economy of his employer's time and material seldom enters into his thoughts, except in derision. He is wasteful, and perhaps reckless, of

material, working only under the selfish principle of getting his pay. The intelligent laborer acts, thinks, and feels in a nobler sphere of duty, and hence such men are almost always sure of the best reward.

The Committee have no desire to place appeals to the selfishness of the working-classes before them, to serve as an inducement to self-improvement and the acquisition of knowledge, but they desire to place this thought in a strong light before the business men and the working-men of New York. Too many employers feel that they have no concern over their apprentices and journeymen after the labors of the day are over. They make no inquiry in regard to their amusements, their manner of spending their time, or their habits. Apprentices deny the right of the employer to control them, and spend their time as they please. These things tend to a general delinquency and disregard of duties, which are as closely allied to the mutual interest of the parties, as is the relation of work and wages. Our workshops are now filled with half-finished workmen, who either lack general intelligence, or who have never served a regular apprenticeship to their business; the consequence of which is seen in the incompetency of a large portion to do any thing out of one certain routine, and that merely manual.

The report of the Principal of the Fifth Ward Evening School, for the first term of this year, furnishes a fact in point:—

“ One man, 35 years of age, who wielded a sledge-hammer by daylight, came regularly at evening ‘ to get to know figures and to write,’ that he might ‘ get a job to earn a little more by keeping the blacksmith’s books.’ He received a dollar per day for his sledge-hammer practice, and out of this himself, a wife, and four children—one of them a cripple for life—eked food, clothing, and room, ‘ in these hard times.’ As he left us on the last evening, he said, ‘ I am very much obliged for your kindness to me,’ and gave me a shake of the hand, and *such* a look of thankfulness !”

This man had not been blessed with education. He was ambitious to secure at least enough to enable him to better

his circumstances. He saw an opportunity of using his mind as an aid to his success in life, and he was resolved to earn his employer's confidence, and the reward of his labors. He felt the force of the law which has been referred to, pressing upon him, and he took the necessary steps to obey it.

We see in this simple fact a verification and an example of a most important principle which should never be forgotten. In the discussion of themes connected with education, a prominent place is assigned to its moral power of restraint, and its enlightening power over the mind. But it accomplishes results not less important of another kind. The Fifth Ward blacksmith saw that a little learning only would add to his resources. His power of production would be much increased. In learning *that* he learned a fact which lies at the basis of the true economy of an enlightened age. He had learned the fact that,

EDUCATION IS A GREAT PRODUCER OF WEALTH.

Labor may be employed in ten thousand forms, and laborers and natural powers may be unlimited in supply, but they are valueless unless intelligence shall guide them. The appliances which education gives to the practical man, the resources which he thus has at command, the economies he is enabled to introduce in his business, and the better reward he may insure from it, have all demonstrated, and ever will, that education is a great source of wealth.

This Committee desire to perform their part in impressing these facts and truths upon the minds of our working-classes ; and as facts are specially valuable in the present case, some interesting statements bearing upon this question are selected from the Fifth Annual Report of the Hon. HORACE MANN, of Massachusetts.

This distinguished writer on education proposed a series of inquiries to a number of prominent railroad contractors, machinists, engineers, officers in the army, manufacturers, and others, having for their object an answer to this very question. Some of the facts furnished in the replies to this circular are condensed here, to show the practical operation of this feature.

J. K. Mills, of Boston, states as the result of his observations :—

"1. That the rudiments of a common-school education are essential to the attainment of skill and expertness as laborers, or to consideration and respect in the civil and social relations of life.

"2. That very few, who have not enjoyed the advantages of a common-school education ever rise above the lowest class of operatives; and that the labor of this class, when it is employed in manufacturing operations which require even a very moderate degree of manual or mental dexterity, is unproductive.

"3. That a large majority of the overseers, and others employed in situations which require a high degree of skill in particular branches, which oftentimes require a good general knowledge of business, and *always* an unexceptionable moral character, have made their way up from the condition of common laborers, *with no other advantage* over a large proportion of those they have left behind than that derived from a better education."

In one of the mills, this gentleman says,

"The average number of operatives annually employed for the last three years is 1,200. Of this number there are 45 unable to write their names, or about $3\frac{1}{2}$ per cent.

"The average of women's wages, in the departments requiring the most skill, is \$2 50 per week, exclusive of board.

"The average of wages, in the lowest departments, is \$1 25 per week.

"Of the 45 who are unable to write, 29, or about two-thirds, are employed in the lowest department. The difference between the wages earned by the 45 and the average wages of an equal number of the better educated class, is 27 per cent. in favor of the latter.

"The difference between the wages earned by 29 of the lower class and the same number in the higher, is *sixty-six per cent.*

"This statement does not include an importation of 63 persons from Manchester, in England, in 1839. Among these persons there was scarcely one who could read or write; and

although a part of them had been accustomed to work in cotton-mills, yet, either from incapacity or idleness, they were unable to earn sufficient to pay for their subsistence, and at the expiration of a few weeks, not more than half a dozen remained in our employment.

“My belief is, that the best cotton-mill in New England, with such operatives only as the 45 mentioned above, who are unable to write their names, could never yield the proprietor a profit; that the machinery would soon be worn out, and he would be left, in a short time, with a population no better than that which is represented, as I suppose, very fairly, by the importation from England.”

H. Bartlett, of Lowell, says:—

“I have no hesitation in affirming, that I have found the best educated to be the most profitable help; even those females who merely tend machinery, give a result somewhat in proportion to the advantages enjoyed in early life for education—those who have a good common-school education giving, as a class, invariably, a better production than those brought up in ignorance.

“The former make the best wages. If any one should doubt the fact, let him examine the pay-roll of any establishment in New England, and ascertain the character of the girls who get the most money, and he will be satisfied that I am correct. I am equally clear that, as a class, they do their work better. There are many reasons why it should be so. They have more order and system; they not only keep their persons neater, but the machinery in better condition.”

“In times of agitation, on account of some change in regulations or wages, I have always looked to the most intelligent, best educated, and the most moral for support, and have seldom been disappointed. For while they are the last to submit to imposition, they *reason*; and if your requirements are reasonable, they will generally acquiesce, and exert a salutary influence upon their associates. But the ignorant and uneducated I have generally found the most turbulent and troublesome, acting under the impulse of excited passion and jealousy.”

"If you had reference to merit and qualification, very seldom indeed would an uneducated young man rise to 'A BETTER PLACE AND BETTER PAY.'"

"My mind has been drawn to this subject for a long time. I have watched its operations and seen its results, and am satisfied that the pecuniary interest of the owners is promoted by the general diffusion of knowledge and morality among those in their employ."

J. Clark, of Lowell, writes :—

"During the last eight years, I have had under my superintendence, upon an average, fifteen hundred persons of both sexes; and my experience fully sustains and confirms the results to which Mr. Bartlett has arrived. I have found, with very few exceptions, the best educated among my hands to be the most capable, intelligent, energetic, industrious, economical, and moral; that they produce the best work and the most of it, with the least injury to the machinery. They are, in all respects, the most useful, profitable, and the safest of our operatives; and, as a class, they are more thrifty and more apt to accumulate property for themselves. I am quite sure that neither men of property, nor society at large, have any thing to fear from a general diffusion of knowledge, nor from the extension and improvement of our system of common schools."

"On our pay-roll for the last month are borne the names of 1,229 female operatives, 40 of whom receipted for their pay by 'making their mark.' Twenty-six of these have been employed in job-work, that is, they were paid according to the quantity of work thrown off from their machines. The average pay of these twenty-six falls $18\frac{1}{2}$ per cent. below the average of those engaged in the same departments."

"Again, we have in our mills about 150 females who have, at some time, been engaged in teaching schools. Many of them teach during the summer months, and work in the mills in winter. The average wages of these ex-teachers I find to be $17\frac{3}{4}$ per cent. above the general average of our mills, and about FORTY PER CENT. above the wages of the twenty-six who cannot write their names."

These facts, which might be multiplied, clearly prove, on a large scale, the principle the Committee have endeavored to enforce by the example of the Fifth Ward blacksmith. Investigations of the same kind, by commissions and masters in Europe, have always given the same result. The condition of the world proves it. The contrast between untutored man and his civilized and educated fellow-being shows it, in the grand scale of national character, wealth, and resources.

But education is not only a producer ; it is a *great economist of wealth*. It is a conservative power of uncounted value. It not only makes the worker a better and more prudent and economical artisan, but it exerts a controlling influence over all his habits. It elevates the taste, refines the sensibilities, gives a higher range of mental vision, and leads to a more prudent use of all the emoluments and rewards of toil. The man of low moral tastes and habits, no matter what may be his business and social position, will always be a greater spend-thrift than an educated, moral man. The indulgence of these habits is not only evil, but very expensive. Education of the right kind will correct these evils, in a great measure, and thus become a double source of wealth—the producer and accumulator of the rewards of industry.

What is the necessity for giving a liberal education to the laborer ? The further this inquiry is pressed, the more clearly the necessity is made to appear. The whole present history of civilized man, as compared with that of the past, proves that society has advanced in the proportion in which knowledge has become popularized. Many of the great changes which have been made, and the improvements in the practical affairs of men, have been introduced by the self-made man or the children of the humble and the obscure. The improvements in mechanism and the arts have almost all of them originated with partially educated thinkers, who have never had the benefit of the Academy or the College. Yet the small share of education which they enjoyed served to lead and develop such minds as those of Franklin, Arkwright, Watt, Whitney, Burritt, and others who have left, or will leave, immortal names in history. If, then, a fragmentary and imperfect education in a common

school serves so important a purpose, what may not be expected when a high and liberal education offers its blessings to hundreds of thousands who catch the inspiration, and make advances in the path of literary and scientific inquiry.

The distribution of knowledge among the people is of the greatest consequence to the public interests. To refuse the blessings of intellectual growth and cultivation to a class of workers, because they swing the sledge, tread the lathe, tan a hide, or bore out a cylinder, is simply to deny that which will make him a larger contributor to the wealth of the State.

The more intelligent and cultivated is the mind of the worker, the better will he be qualified to dignify and even lend a lustre to the business walks of life. Education need not disqualify a man for the active labors of the plough, the loom, or the anvil. It should, and it will, make him a more intelligent and competent worker.

The laborer should not be a mere machine. The innumerable demands made upon the resources of the human mind by the increasing wants of civilized life, call for fertility of invention, boldness of discovery, and perfection of artistic excellence. Uneducated and unenlightened mind can never be fertile in bold and noble thoughts and conceptions. The mind of the masses can never become an element in enlightened progress until it is put in motion. This activity of mind can only be the result of widely distributed knowledge. Then, when all the intelligence and thought-being of the worker is aroused and led to inquiry, a new existence seems to hold out its countless pleasures and rewards. The higher the standard of education, the more advanced will be the class of laborers who will be able to unfold new truths and develop new sources of power, wealth, and progress. Make the worker an educated man; give a high character to his thoughts; teach him the scientific principles upon which all art depends, and the engineer, the builder and the gardener, the bricklayer and the clerk, will be made more truly to embody the character of a *man* than by any other means.

But underlying these questions is one involving a broader view of the relationships in society existing under popular

institutions. The idea of the equality of natural right leads to a consequent reciprocity between classes of society very different in social position. The master or employer in the United States, does not regard his journeymen and apprentices as they are regarded in other lands and under other political institutions. The consciousness of being a master is lost in a great measure in view of the rights and interests of the laborer. The *master* loses a large share of his *authority*, but he more than replaces it by the cordial and intelligent respect and service of his employées. Thus this intelligent and willing reciprocity of intercourse between classes, while it tends to elevate the lower, does not degrade the higher. A perfect development of the system, could it be reached, would exhibit a highly advanced condition of society.

With this view of the vast practical results to be attained by the education of the whole people, and the facts before us proving the truth of the principle already laid down, that the educated workman is better paid, and does more work than his ignorant shopmate, we have the further demonstration that education, as a consideration in political economy, is of the highest value to the individual and to the State. The Committee, consequently, are satisfied that,

1st. THE WORKING-MAN CANNOT AFFORD TO BE IGNORANT ; and

2d. THE STATE CANNOT AFFORD TO NEGLECT THE EDUCATION OF THE PEOPLE.

Education creates wealth, but ignorance is a stamp-tax, excessive in its exactions, and resistless in its demands. If "Knowledge is power," Ignorance is weakness. If Knowledge produces wealth, Ignorance wastes it. If Knowledge is a conservator, Ignorance is a destructive. The great powers of humanity are developed by education, but they are dissipated by ignorance. The ignorant man pays an enormous tax upon his own blindness by his loss of power and his loss of reward. The State pays a tax, enormous in proportion to the number of its ignorant citizens, by the waste and loss of active moral and intellectual forces in the labors of its people. Education is cheap at its highest price ; ignorance is too costly to be endured.

There is another influence at work in our community, as in all others, which is controlling the destiny of thousands. It is that of *association*. The social feelings must find some sphere for their exercise, and it is found in the grouping of our young men in the streets, stores, and reading-rooms, during the evening hours. This association is one of the most powerful educators of the heart and mind. Its character is developed by degrees, for good or evil, and it binds the learner with no silken cord. Its coils leave deep and lasting impress upon the life and fortunes of the individual. It exerts a debasing or elevating influence upon the whole being.

This association should be turned to the best account. The thousands of young men and youth, from fourteen to twenty-five years of age, must be reached, if possible, by the appeals and influences of a nobler tie than that of dissipation and folly. The groups who stand at the corners of streets during the evenings of the week, and all day on Sabbath, are learning by association every day. The lessons are depraved, the habits acquired are destructive to character and prosperity, and the end ruinous.

This social principle the Committee on Evening Schools desire to use to the very utmost, and to allow it a certain share of exercise, while directing it to the best possible end. The means now used, and those which further experience may call for, can be made to subserve the highest moral and social purposes by being adapted to meet this want. Our classrooms may be made scenes of refined conversation and spontaneous inquiry and discussion—elevating and sharpening the intellect, enriching its stores, and moulding the life of the pupils. Skilful and earnest teachers might make one evening a week, spent in this way, a delightful recreation.

One great object which should be kept constantly in view, is *the necessity and advantage of furnishing employment for the leisure hours of working-men*. When the labors of the day are over they have nothing to do, and, having no fixed purpose, they resort to such places as will afford them the opportunity of conversation and fellowship. Now, our Evening Schools may be made to meet this want to a surprising degree.

They have during the term just closed advanced very far in the right direction. They have opened the doors of well-lighted school-rooms, supplied with books, stationery, and qualified teachers, who have cheerfully furnished employment for the leisure hours of an average attendance of over *five thousand* workers. But they must not stop at the point they have now reached. New schools must be opened ; new measures must be carried out, and additional facilities and attractions presented to the eyes of the junior laborers of our city. Compare the thousands of pupils in our Evening Schools with the same numbers, either deprived of any opportunity for home improvement, or standing in groups around the streets. Weigh the moral and social advantages thus obtained in one scale with the few thousands of dollars it has cost, and the greatness of the result will only make the poverty of the sum more apparent.

The Committee submit these views thus fully, believing the present to be a most fitting period for laying them before the Board, in order that they may be given to the public.

OPERATIONS.

The experience of former years, and the observation of our teachers, led the Committee to make the experiment of a short term, as already stated, which commenced on the 9th of January, and extended seven weeks to the close of February. The results of this term were highly satisfactory. The number of schools kept open was twenty-five—the same as that of 1853. They were located in the various wards, as follows :— Male schools in the First, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth (two schools—one in Harlem, and the second in Carmansville), Fourteenth, Fifteenth, Sixteenth, Eighteenth, and Twenty-second ; a school for colored males being held in the Eighth Ward. The schools for females were located in the Fourth, Eighth, Tenth, Eleventh, Fifteenth, Eighteenth, and Twenty-second Wards, and a school for colored females in the Eighth Ward.

By reference to schedule A, hereto annexed, full details of the attendance may be found, showing a fact which the Com-

mittee fully anticipated, that the registered numbers would be much smaller than of the term just preceding, while the average attendance would be in a higher proportion. At the term of 1853 there were 9,313 names on register, of which there was an average attendance of 3,319, or about 34 per cent. At the extra term there were on register 4,359, being less than one-half. But the average attendance was 2,307, or 52 per cent., making a difference in favor of the extra term of one-third. With a loss of 5000 registered pupils there was a loss of only 1000 in the average attendance. This furnishes a strong argument in behalf of the extra term.

Three thousand and eighty-two of these pupils had attended the Evening Schools during previous years—a fact of great significance and interest.

The balance in the account of the Evening School Committee at the close of 1853 was \$738.01; an appropriation of \$10,000 was made for the extra term, out of which there have been paid, on all accounts, \$7,104.44, leaving a balance of \$3,633.57.

Schedules B, C, and D, hereto annexed, show the items of expenditure, the average attendance for each week, and the state of the account of the Committee.

REPORTS OF TEACHERS.

The reports of some of the teachers will serve to represent the operations in a practical light. The Principal of the First Ward School remarks:—

“The Committee will perceive the gradual increase of attendance from the commencement to the close of the term.

“This increase has been obtained by notifying parents in cases of absence, thus guarding against truantism, and by giving exhibitions either with the Electrical Machine, the Air-Pump, or the Magic Lantern belonging to the day school.

“These exhibitions were given during the last half hour of every evening, and were more effectual than any other one thing in increasing the attendance. And I can but think that, were the Committee to provide something of the kind for the

amusement as well as the instruction of the scholars attending the Evening Schools, the attendance would be much larger and more uniform.

“There are many boys sent to the Evening Schools who will attend no longer than they are compelled to do so by their parents. And there are many under no parental control, spending their evenings in the streets, who would attend were some inducements of the kind named—something amusing and instructive—held out to them.

“There are thousands of boys in this city, confined to shops and press-rooms during the day, who cannot be induced to attend to the mere dry details of study for two hours and a half in the evening, unless they have something to amuse them. And more, those who have been confined to severe toil and close rooms during the day, are very apt to become drowsy late in the evening, and nothing will arouse them more effectually than an electrical shock, or to see a candle extinguished under the receiver of an air-pump.

“In regard to the improvement of the scholars, I would say that much is lost by having the lower classes too large.

“No teacher can do justice to a class of 45 or 50 boys, who are just learning to read or write.

“No class should consist of more than 30, if *much* improvement is desired.”

The Principal of the Fifth Ward School says :—

“I think there is great cause for congratulation in the general success of this term, particularly in attendance, which has not only been encouraging, but extremely flattering. Those who attend one evening to satisfy their curiosity, or to seek shelter from a storm, left us last fall, and we went straight on with those who appreciated the advantages of Evening Schools, and meant to improve them. We had nothing out of the regular course to attract them to attend—neither lectures, experiments, nor exhibitions. We met the scholars there, and went *to work*, and worked till our time was up. The results, as compared with last term, are as follows :—Number on register last term, 309. Average attendance, 88. Number on

register this term, 147. Average attendance, 72, or 16 less than last term, with not half as many on register.

“The school was classified in the same manner as last term. The highest class attended to Bookkeeping and Arithmetic. About one-third of the old class came back and reviewed these studies, but most of the remainder I lost because I had no new studies to offer. The remainder were equally divided between Mr. Carlisle and Mr. Reid. To Mr. Carlisle I assigned the adults, and to Mr. Reid the boys. The attention and improvement of these classes well rewarded the zealous labors of these two gentlemen. One man, 35 years of age, who wielded a sledge-hammer by daylight, came regularly at evening, ‘to get to know figures and to write,’ that he might ‘get a job to earn a little more by keeping the blacksmith’s books.’ He received a dollar per day for his sledge-hammer practice, and out of this, he, a wife, and four children—one of them a cripple for life—eked food, clothing, and *room*, ‘in these hard times.’ As he left us on the last evening, he said, ‘I am very much obliged for your kindness to me,’ and gave me a shake of the hand, and *such a look of thankfulness!* I tell you, gentlemen, if you had seen him, there is not one of you that would not give \$100 to be elected a life member of the Evening School Committee, with such *shakes* and *expressions* in prospect. In the lowest class there were a few under the age of fourteen. One little black-eyed fellow said he was ‘going on thirteen, and had to help his father in the day-time.’ Nine was the number of the circle that gathered around the ‘head of that family;’ and if the ‘boss’ went into the country on Saturday and *forgot* to ‘pay off,’ it created a consternation there. I thought the father *needed* help, and received the boy. He *didn’t miss a night*. He progressed from Subtraetion to Reduction in his Arithmetic—from a scrawl to a fair hand in his writing. If there has been any damage done to the cause generally by receiving *him*, I am responsible for it.

“There is no mistake about two things, however—that most, if not all the disorder is made by the boys, and that many adults, if associated with them, become disgusted and leave. Now, if a limit is made, it will shut out many who would

learn and should have the chance. This can be remedied by placing the adults by themselves, and giving the teacher discretionary power to reject or expel all those who he may be satisfied are a detriment to the school. In my opinion, teachers are too much interested in their reputation and salaries to act hastily or unjustly in such cases, and are better situated to judge correctly of them than all others. If they are hedged in by a grand cordon of rules, in many instances they are obliged to act against their better judgment.

“I noticed two wants in our school. Two-thirds of my highest class left because I had nothing new to offer them. If some other studies could be introduced it would supply this deficiency. A second want is something to give *variety*, such as lectures, experiments, or exhibitions. Tell a boy that if he will attend for three weeks regularly, he shall hear a lecture on the great battle of Long Island, during which the man will show him, upon a large map, all the localities of the battle, and the skirmishes, and the routes of the armies, and tell a good many stories about it; and the boy will be at school every evening, and will gain a knowledge of history while he thinks he is hearing good stories. We don't want disquisitions on the advantages of an education—the boys hear that from their teachers every session; nor any ‘like-I-am’s’ to relate their experience; but give us simple facts in storied dress, or some experiments with an electrical machine, or other apparatus, or some exhibitions with a magic lantern, and you will fill up your school-houses, and graduate intelligent voters.

“Judging from the past winter, I should think that a term of sixteen weeks, with an intermission of one week only during the holidays, would be the most profitable and advantageous to the city. Too long an intermission unsettles the habit of occupying evenings steadily.

“The results of this term are briefly as follows:—the attendance highly gratifying; the department highly commendable; the improvement highly satisfactory.”

The Principal of the Eighth Ward states the following:—

“Several interesting cases of astonishing improvement came

to my notice. One I will relate. A young man, eighteen years of age, who had never attended any school (day or evening), was admitted during the first week of this term. When he entered he scarcely knew the alphabet, but by steady and persevering efforts he was able, at the close of the term, to spell words of two and three syllables, and to read easy sentences in Cobb's 2d and 3d Readers. He was so deficient in Arithmetic, that the simplest sum in Addition seemed to him a 'mystery,' yet so earnest was he in his application, that when the schools closed he had worked through Addition, Subtraction, Multiplication, and Short Division. His improvement in writing was equally great. What would be his answer if he were to be questioned concerning the usefulness of Evening Schools? Yet this is only one instance among the many that might be mentioned.

"The young men in the first class completed all the rules of Arithmetic, progressed in Algebra through Simple Equations, and two of the more advanced went through the first book of Davies' Legendre. All the pupils in the first class attended to Bookkeeping, and several at the close of the term had finished a second set in Double Entry.

"I believe that granting the extra session was a judicious movement. We were then left with those who had not become tired out by the previous term, and whose desire for improvement was sincere and lasting."

In regard to certificates, the Principal of the Ninth Ward School says:—

"If certificates had been distributed, 65 of the pupils would have received them, being 12 more than were given out at the end of the previous term. The value placed upon these testimonials, and the efforts made to obtain them, were fully manifested in the comparative and actual increase of the number of scholars entitled to them, and in the general disappointment caused by the failure to receive them. I would earnestly urge that they be awarded at the end of *every* term; and it seems to me that increased interest in the Evening Schools would be excited by giving publicity to the names of the recipients, either in your Annual Report or in some of the newspapers."

The report from the Principal of the Fifteenth Ward School is accompanied with the following observations :—

“ On the reopening of the school for the second term, most of the pupils of the former session appeared, and resumed their studies. Seventy-four scholars were admitted, whose qualifications were generally of the lowest grade. Deducting this number from the register, there remain 152 of the former attendants who remained to continue the studies pursued during the former session. Although, in comparison with the former term, the attendance was somewhat diminished, an increased desire was manifested by the pupils generally, to profit by the advantages so liberally proffered them. There is no doubt that many, on account of the short notice given of the extra session, were prevented from attending, by having made arrangements to close their studies with the termination of the first session. Others, perhaps, commenced with the expectation of continuing only the usual time, and having made some progress—enough, perhaps, to satisfy themselves for the present—neglected to reappear. This result, I believe, was anticipated by those who are acquainted with the class of boys attending the Evening Schools, and in consequence the full number of teachers was not in all cases reappointed. I think that if the Evening School Committee determine to increase the length of the session in future, the attendance would be found greater than that of the session now terminated. Were notice given at the commencement that the schools would remain open for a specified time, arrangements would be made by the scholars to remain till the close. Judging from the increased desire to attend the schools, it is safe to depend upon a continuation of that desire ; while experience has proved that the greater the facilities offered to youth for improving themselves, the more they value and enjoy them.

“ It is highly gratifying to know that the advancement made by those who continued to attend, was much more rapid and satisfactory than could have been expected during the continuance of the short session. Studies that had been hastily passed over were reviewed and made familiar ; while the mind, by

previous discipline, was enabled to comprehend with facility what previously might have appeared above its grasp. This fact was most apparent in the study of Arithmetic and Book-keeping. At the termination of the session, the lowest class could perform all the simple rules ; and the advanced class could with readiness solve questions involving Vulgar and Decimal Fractions, Mensuration of surfaces and solids, Square Root, &c. A remark of one of this class may not be misplaced in this connection. It was to the effect that he was during the previous session only *beginning* to learn. This truth, although applicable to all, at every period of life, may be applied with great aptness to the scholars of our Evening Schools. Prevented from enjoying mental culture during a great part of the year, it is hardly reasonable to suppose that the mind is very susceptible of improvement immediately upon resuming its functions. Besides, considerable time is requisite to bring the pupil to the point where he was at the close of the preceding term. During the interim, much of the instruction previously given is forgotten, especially by the younger scholars, who, on reëntering, are generally found to be deficient in Arithmetical Tables. It requires several weeks of preparation to enable them to *begin* their progress."

The Principal of the Female Department of the Fifteenth Ward School says :—

"It affords me great pleasure to be able to say, that the pupils of our school have appreciated the advantages they have enjoyed this winter, and that many of them have reaped a rich harvest, for which they will no doubt ever be grateful.

"There have been registered during the term 120 scholars, the larger part of whom had attended the previous term. A considerable number of those that attended the first term were prevented from attending this, in consequence of sickness and great pressure of work.

"At the commencement of the first term I found it impossible to find a sufficient number of scholars that understood the simple rules, to form the highest class, and was obliged to put

into the class quite a number that had scarcely any knowledge of Arithmetic. These were all, at the close of this term, advanced as far as Interest, and so much interested had they become in this study, that they expressed their determination to pursue it in their leisure moments at home. All have made good progress in this study; some who entered this term and had never ciphered, although they were good readers, applied themselves so closely that at the end of the term they had a good knowledge of all the simple rules. There was a very great improvement made in their writing. A number of the scholars expressed a desire to devote their evenings exclusively to this exercise, giving as a reason that they were Sabbath-school teachers. These I have reported as making no advancement in Arithmetic. Singing was introduced this term as well as the last, and it added greatly to the interest of the school, and I think had a very good influence over the scholars, by infusing a general good feeling among them. The last evening of school there were 100 girls present, the largest number at any one time, thus showing that their interest was undiminished, and although they were detained considerably after the usual time, yet they seemed loath to separate.

“That these schools are of great benefit to those that are privileged to attend them, no one can doubt that has carefully watched the improvement made in the various studies. The general deportment and close attention of the girls has been highly gratifying.”

THE OCTOBER TERM.—OPERATIONS.

The second term of the present year commenced on the 2d of October, and closed on the evening of Friday, the 22d of December. The term embraced twelve weeks, and has given a splendid verdict in favor of this branch of our system.

During the term just closed twenty-seven schools have been kept open, of which seventeen were for male pupils, and ten were for female pupils. These schools were located in the

various wards as follows :—Male schools in the First, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth (two schools—Harlem and Carmansville), Fourteenth, Fifteenth, Sixteenth, Eighteenth, and Twenty-second Wards, and a colored school in the Eighth Ward. Schools for females were located in the First, Fourth, Eighth, Tenth, Eleventh, Fourteenth, Fifteenth, Eighteenth, and Twenty-second, and a school for colored pupils in the Eighth Ward.

Of these schools for females two have been established this term, viz. : those in the First and Fourteenth Wards. The propriety of this course on the part of the Committee may be learned from the schedules exhibiting the attendance. In the First Ward 247 females were registered, of whom the average attendance was 116, or about 50 per cent. In the Fourteenth Ward School 230 entered, of whom there was an average attendance for the term of 99—nearly as high as the other. They were much needed in these localities, and the benefits of these two schools have fully warranted the expense of their support.

ATTENDANCE.

By reference to Schedule E, annexed to this report, it will be seen that the whole number registered at the last term was 12,012. Of these 8,654 were male, and 3,358 were female pupils. The average attendance of males was 3,523, or about 41 per cent. ; of the females, 1,554, or about 45 per cent. The total average for the term was 5,077, or about 43 per cent.

At the colored schools there were 238 pupils. Of these 112 were males, and 126 were females. The average attendance in the male department was 42 ; in the female department, 30.

Of the whole number, there attended school,

	Males.	Females.	Total.
Less than one month,	3,423	764	4,187
Over one month, and less than two,	2,066	607	2,673
Over two months, and under three,	1,513	579	2,092
Attended the full term,	2,187	1,188	3,375

The average varied each week, the highest weekly average being 5,831.

PROGRESS.

A comparison of the results of the late term with the same term of 1853 affords many gratifying facts. They may be seen by the following :—

The number registered in 1853 was 9,313 ; in 1854, 12,012—a gain of 2,699.

The highest number present at any one time in 1853 was 4,515 ; in 1854, 6,813—a gain of 2,298.

The highest weekly average of 1853 was 3,783 ; in 1854, 5,831—a gain of 2,048.

The lowest weekly average in 1853 was 2,785 ; in 1854, 4,621—a gain of 1,846.

The average for the whole term of 1853 was 3,319 ; for 1854, 5,077—a gain of 1,758.

The number that attended the full term in 1853 was 2,055 ; in 1854, 3,375—a gain of 1,320.

These facts show a great advance made during the present year—an increase of 50 per cent. in the number of pupils who have enjoyed the benefits of these schools. But this fact stands in a still stronger light when the average is compared with the registered number. In 1853 the rolls included the names of 9,313 pupils, with an average of 3,319, or about 34 per cent. In 1854, out of 12,012, there was an average of 5,077, or about 50 per cent. This great improvement is to be found in the fact of the more constant attendance of those who have been former pupils.

The following schedule presents the registered attendance, for the full term, of each school for 1853 and 1854 :—

MALES.

	Registered No.		Full Attendance.	
	1853.	1854.	1853.	1854.
1st Ward,	591	657	103	136
4th "	692	750	135	145
5th "	309	454	69	117
6th "	243	392	52	190
7th "	379	503	37	127
8th "	526	758	87	125
9th "	348	542	112	224
10th "	520	828	97	183
11th "	613	868	61	104
Harlem } 12th Ward, . .	168	100	28	10
Carmansville }	112	73	42	27
14th "	242	371	74	102
15th "	490	510	250	179
16th "	736	901	92	181
18th "	437	535	79	52
22d "	505	720	115	237
Colored,	130	112	21	48

FEMALES.

1st Ward, . . . . .	..	247	..	102
4th "	549	683	125	224
8th "	453	414	90	138
10th "	329	355	103	113
11th "	210	288	79	103
14th " . . . . .	..	..	..	89
15th "	212	361	81	90
18th "	175	288	37	93
22d "	220	366	0	203
Colored,	124	126	26	33

The greatest increase in the number of those who attended the full term is that of the Seventh Ward School, where it is nearly four to one, and the Twenty-second Ward Female Department, where it is in the same ratio. The proportion of all the full term pupils in 1853 to the whole number was 1 to about 4.06; in 1854 it has been 1 to about 3.60, showing a decided gain in this respect.

In reviewing such facts as these, the Committee may congratulate the Board upon the great success of the Evening School system, for it is coming to take rank among our most important means of popular instruction. The Committee would direct special attention to the fact, that for the last three months of the year whose official labors are now closed,

more than *five thousand* youth and adults have been engaged five evenings of the week in the labors of the school-room. Contrast the well-lighted class-room, with its appropriate furniture and text-books, with its scores of busy learners, all striving to "redeem the time" and improve their opportunities, with the firesides of many of them, where there is nothing to aid, but every thing to retard, any progress in mental improvement. Thousands are thus earnestly engaged in the wholesome moral atmosphere of the school, under the control of teachers, themselves striving to win the best honors for themselves and their schools. The philanthropist, the economist, and the earnest and true man everywhere, cannot fail to read in this fact something auspicious of a hopeful condition of the masses. They are evidence of the enlightened policy of the Board, and of the fitness of these schools for the classes they are to benefit. How much good has been done, and how much evil has been prevented, by the moral restraint of forming good habits, and checking the growth of evil ones, is beyond human sagacity to ascertain. That vast good has been done is, however, known beyond a doubt, and affords data to estimate the aggregate power of our Evening Schools.

Of course much depends upon the character of the school, the fitness of the teachers, and the interest they manifest in their labors. The Committee desire, in this place, to express their very high satisfaction with the ability, faithfulness, and industry of the teachers during the past term. Whatever minor and exceptional cases may have met their notice, the entire corps of instructors, as such, are entitled to a high meed of praise. The Evening School Committee have endeavored in their late reports to inspire an enthusiasm and an honorable emulation in their teachers, and whatever be the cause, they have been manifested during the last term to a striking degree. A fair and honorable rivalry to make the best exhibit seems to have been spontaneous and universal. We hope it will not only continue, but be productive of still more important results.

Another cause of the success of our schools was the adoption and distribution of a certificate of merit to those who were en-

titled to receive it. The desire to receive such a testimonial has had a very great influence, and is destined to be exerted still more powerfully. The certificates distributed at the close of the last term will repay the cost a hundred-fold.

Another cause of the success of the last term is to be found in the fact that the Committee have provided lectures for the schools, and that these have been attractive and instructive. The expectation of hearing these lectures has doubtless had a full share of influence.

The Committee cannot omit, in this place, an expression of their acknowledgments to the several journals which have given interesting reports and notices of these schools. The publicity thus given to them, and the flattering comments of the press, have been an important aid to the Committee in securing the popular interest and attention.

There is one reason for the large attendance, assigned by one of the teachers, which, doubtless, is true. It is the fact that business generally has been in so depressed a state, that many are either out of employment or on short time, and thus are afforded an opportunity of being somewhat regular in their attendance at school. It is a fact significant and cheering, though painful. While the Committee are rejoiced to see so many of the laboring youth of the city resort to these schools, it is a matter of profound regret that it should result from a depressed state of business which must inevitably press with great weight upon the laborers.

The following table will show a comparison, year by year, of the condition of the schools, and the progress which has been made.

TABLE

Showing the number of Schools kept open, the registered number, the largest attendance at any one time, the highest weekly average, the average for the term, and average for each School each year.

Year.	No. of Schools open.	No. Registered.	Largest Attendance at one time.	Highest Weekly Average.	Average for the Term.	Average for each School.
1847	6	3224	1721	1654	1224	204
1848	15	6976	3240	2897	2190	146
1849	17	7638	3775	3094	2490	146
1850	20	9011	4507	3761	2945	147
1851	20	8275	4395	3844	3035	151
1852	23	8074	4131	3675	2736	119
1853	25	9313	4515	3783	3319	133
1854	27	12,012	6821	5831	5077	184

It will be seen from this table, that with the increase in the number of schools there has been a constant increase in the number of pupils, with the exception of the term for 1851 and 1852. The term for 1853 reached the maximum number of Evening School attendance up to that time, when the Board, by a resolution at the last session of that year, authorized the Committee to open the schools for a short session, the details of which may be found by reference to the Schedules annexed to this report.

NUMBER WHO ATTENDED DURING PREVIOUS TERMS.

Two years since, this Committee made the inquiry, What number of pupils have attended Evening Schools during previous terms? The object was to ascertain, if possible, what amount of permanent influence was exerted by our schools upon the laboring classes. If any number be found who resort

AGE OF PUPILS.

Schedule E hereto annexed, shows the ages of the pupils. By reference to that statement it will be seen that there were—

	Males.	Females.	Total.
Under 16 years of age,	4,791	1,835	6,626
Over 16 and under 21,	3,302	1,879	5,181
Over 21,	849	372	1,221

EXPENSES.

Schedule H presents an exhibit of the expenses of the late term. By this it will be seen that the amount expended has been \$16,443.37. This sum will give \$1.22 for each pupil on register, and \$3.21 for each scholar of the average attendance.

Schedule D is a statement of the expenses of the early term. By this it will appear that the whole amount expended was \$7,104.44. The cost per scholar was \$1.63, and estimated by the average attendance, it was \$3.08.

These schedules also give the several amounts paid for salaries, lighting, advertising, books, stationery, &c.

Schedules C and G show the account with the City Chamberlain.

OCCUPATIONS OF PUPILS.

Every branch of industry is represented by our pupils, from the mercantile to the humblest avocations pursued by both males and females. The benefits of gathering in thousands of the hard-working youths of our city from the humblest pursuits, and giving to them the blessings of education, are unfolding every year, and cannot be too constantly impressed upon the active laborers in our school affairs.

BY-LAWS.

The following are the By-Laws of the Board of Education for the government of the Evening Schools.

The attention of school officers and teachers is particularly directed to these By-Laws, in order that they may be fully tested, and the regulations of the Board strictly enforced.

By-Laws for the Government of the Evening Schools.

1. Evening Schools shall be established in such of the Ward school-houses, or other buildings now used for public school purposes, and at such other places as the Board of Education shall, from time to time, deem expedient; and the following rules and regulations are hereby established for the government of the same.

2. There shall be two terms of the Evening Schools; the first shall commence on the second day of January, or as soon thereafter as may be, and continue nine weeks; the second shall commence on the first Monday in October, and continue twelve weeks.

Teachers.

8. In each school shall be employed one principal teacher, who shall be held responsible to the Board of Education, through the Committee on Evening Schools, and to the Ward officers for the good government and management of the said school. The assistant teachers employed shall be held responsible to the Principal for the faithful performance of the duties committed to their charge.

9. The principal teacher shall keep all the books required under these rules, or by the Committee on Evening Schools, and in addition the following, to wit: a roll-book, a weekly report-book, and a visitor's-book.

10. The principal teacher of each school shall report monthly to the Committee on Evening Schools a statement of the number of scholars in attendance, the studies pursued, and all other information which may be required by the said Committee, or the rules established by the Board of Education.

11. No teacher shall be employed who does not at the time of his or her appointment hold a certificate of qualification from

the City Superintendent in regard to moral character, learning, and ability.

Sessions.

12. The schools for males shall be opened at 7 o'clock, and closed at 9½ o'clock every evening during the week, except Saturday and Sunday.

13. The doors shall be opened at 7 o'clock, at which time the teachers shall be required to be present, in order to make all necessary preparations for the reception of the scholars.

14. Punctuality in attendance being indispensable, the outside gate or door shall be closed at fifteen minutes before 8 o'clock, after which time no scholar shall be allowed to enter, nor shall any be allowed to leave the school for any cause except sickness, and then with permission of the Principal.

15. The schools for females shall be opened and closed half an hour before the time for opening and closing the schools for males.

16. No assemblage of scholars in the vicinity of the school-buildings, before the hour of opening the school, will be allowed, and all are required to leave schools when closed, without noise, and immediately retire to their respective homes.

Admission of Scholars.

17. No scholar shall be received in the schools whose daily avocations admit of an attendance upon the Ward Schools provided by law.

18. Application for admission to the schools shall be made to the Principal at the school-rooms, by the pupils, accompanied by their parents, guardians, or other person to whom they may be personally known.

19. The Principal shall enter in a book, to be kept for that purpose, the name, residence, age, and occupation of the pupil, together with the name of the parent or guardian of said pupil.

20. A seat shall be assigned to each pupil, and a register kept of the same, and the seat thus assigned, and no other, shall be exclusively occupied by said pupil, who shall be responsible for all damage accruing to said seat or desk while occupying the same.

21. The Principal shall furnish each pupil with the necessary books and stationery, and keep an account of the same, and said pupil shall be held accountable for their proper use and return.

22. No pupil attending one school shall be allowed to enter another without a written transfer from the Principal.

Dismissal from School.

23. A wilful or wanton violation of any of the rules of the school, or a disobedience of the lawful commands of the teachers, shall subject the pupil to a suspension by the Principal, and with the advice of the Committee on Evening Schools, to expulsion from the school.

24. When a pupil is expelled for any of the causes above enumerated, notice shall be given to the parent or guardian of such pupil, the Principals of the other Evening Schools in the city, the Chairman of the Board of School Officers of the Ward in which the school is located, and to the Chairman of the Committee on Evening Schools.

25. A scholar expelled, after evidence of reformation shall have been given to the Committee, may be permitted by the said Committee to attend any of the Evening Schools.

26. The Principal of each school shall keep a record of all expulsions from his own school, and of notices received by him of expulsions from other schools.

27. No corporal punishment shall be allowed in any of the Evening Schools.

PLEASURES AND REWARDS.

The Committee cannot close this report without recurring to the fact that their duties, although arduous, have afforded

the highest pleasure and satisfaction. There is an unusual degree of enjoyment, if there is ever enjoyment in visiting schools at all, in visiting the crowded Evening Schools. There is a consciousness of almost unseen but positive power, that inspires a thinking man with hope and cheer in the picture of our school-rooms. That this kind of enjoyment has been reaped in a high degree during the year just closed, the Committee cheerfully declare. Every thing has been attractive—every thing has been onward.

The Committee, among the many testimonials of regard expressed by the pupils, have received letters, of which several are here given, to show the practical results of our schools, and the value set upon them by the scholars. They are the spontaneous and uncorrected productions of pupils.

From a Pupil of the Fourth Ward Female School.

NEW YORK, Dec. 20th, 1854.

TO MRS. LYNCH :—

Dear Madam :—I am happy to have the opportunity of addressing a few lines to you this season, but am sorry that I could not attend Evening School, as I have these last three seasons. I would be delighted to receive a diploma for punctuality, but as I gained one last season, I shall not think so much on it. I would have attended this season, only the severe cold I got before school opened ; but thank *God* I am nearly over it. I always loved to attend school since I first went. I do not know that I ever played truant a day. I never got a great deal of schooling, and all I learned I nearly lost, till I come to Evening School, and attending so regular, I think I learned more than I lost. I would never be tired going to school ; the weather should never keep me one hour out of it, if I could attend. I love to study, and I regret very much that I could not attend, for I had the opportunity ; but we must not murmur at the *Almighty's* will. I do not have a great deal of my time to spare, but the little time I have I hope I make good use of it : since school closed last season, I never spent any time idle. I always found delight in study-

ing. I spend my Sundays as before mentioned. I have finished this copy-book, but am sorry to present it before you, for it is hardly fit to be seen ; I have written most of it evenings, and my sight not being very strong, I hope you will look it over on that account.

Before I finish this I must thank you for your kindness to me since I first went to school. I am also very thankful to Mrs. Reynolds for her care and trouble with me. If I lived in Harlem I would not think it too far to come to be under your care in school. I believe I have no more to say at present, for if I filled six sheets of paper, I could not express the thanks I feel for you both, and also the Gentlemen Committee, for their trouble and kindness. Good-by for the present. May *God bless you*. Yours, very respectfully,

M. S.

From Pupils of the Eighth Ward Female School.

NEW YORK, Dec. 22d, 1854.

DR. FELL:—To you, and the Committee on Evening Schools, we here present our sincere thanks for the interest you have taken in our welfare, both in this and in preceding years. You have proved this interest in many ways: in the teachers selected to aid us in procuring that education which circumstances prevented our acquiring in childhood; in the lectures delivered by Mr. Avery for our improvement and gratification, as well as by other means too numerous to mention. But to you, dear Sir, are we in many instances chiefly indebted. Without the recollection of your kind words, we might sometimes have despaired of accomplishing any thing, in the few hours we spend here, that could be of advantage to us in years to come. Tired after the labor of the day, we needed your presence and encouragement, to induce us to persevere in our undertaking, even though it is a pleasant and important one. For the lecture of Mr. Starr, on the wonderful powers of the microscope, which was very interesting, we thank you. Again, it was your invitation that induced those two benevolent old gen-

tlemen, Mr. Curtis and Mr. Cooper, on whose venerable heads the storms and calms of many winters have left their stamp, to visit us. We all thank them for their kind advice, and hope they will live many years to rejoice in the progress of the Free Schools of New York. If it were not for the fear of wearying, we could mention many other acts of kindness, for which we can never repay you, unless by our gratitude and respect. But it is not necessary for us to enumerate these noble and disinterested efforts in our behalf; to you they doubtless seem trivial; but, in the grateful hearts of all assembled here, they will be remembered through many changing years. Teachings of love never to be forgotten by the pupils of the

FIRST CLASS.

THE STANDARD ADVANCING.

The Committee have noticed with much satisfaction the desire of the teachers to provide some advanced studies in our Evening Schools. The suggestions of the last Report have been carried out to some extent, but not so much as was desired. Exercises in oratory and composition have not been introduced even experimentally, although some of the teachers are to make the trial during the next term. So of classes for the languages. The teachers have it in their power to inquire of their pupils whether enough can be found willing to join such classes, if organized. This matter of inquiry is directed to the attention of the teachers. So of mechanical drawing, and the other advanced studies spoken of in the last Annual Report. The facts reported from the teachers at the close of the next term will form the basis of action in the fall term.

An occasional debate by the more advanced pupils might have a fine influence in sharpening the reason and cultivating the important faculty of ready, off-hand speaking in public. Such "literary societies" in our schools will be attractive to hundreds, perhaps thousands, who would not otherwise be led into the school-room.

An evening once a week, or once a fortnight, devoted to a familiar conversation on common things, with the modes of transacting business, familiar science, the different arts, etc., would exercise the social sympathies, and cultivate a taste for pure and elevating conversation, and might be made exceedingly valuable for mere information. The teacher would, of course, preside in the class, and answer and ask questions suggestive of subjects for thought. The art of conversation is one difficult of acquisition, while the restraint thus put upon a habit of vulgar and profane communications would be exerted in a beautiful and edifying manner.

The influence of our Evening Schools can be used with vast benefit in refining and elevating the social habits and manners of our pupils. The rough and severe manual labor in which many are engaged, and the associations by which they are surrounded in the streets, the workshops, and their places of abode, have necessarily an influence in the formation of uncouth and oftentimes repulsive manners, which may be controlled and remoulded to a great degree. There is in the school-room a wholesome moral restraint upon that spontaneous and impulsive outbreak of levity in thought and language, which serves to repress the hardening influence of their daily labors and associations, while the presence and bearing of teachers who exhibit the courtesies of better society in their language and deportment, has a quiet but valuable effect.

The example of teachers in their deportment, and a cheerful politeness to even the rudest of the pupils, though it be a severe discipline of patience and feeling for the teachers themselves, will eventually be rewarded. There are many bright and attractive examples of modest and struggling worth among the thousands who frequent our Evening Schools, and it may be that years hence the teachers who shall labor with the most tenderness, sympathy, and interest for their pupils may be cheered by testimonials of remembrance from many a worthy man or woman who shall look back upon our evening classrooms with delight and gratitude.

Particular attention should be directed to the social intercourse of the school-room. While a strict discipline is essen-

tial, it is possible to permit such occasional intercourse as will afford opportunity for drawing out the minds and stimulating the interest of the pupils. The minds of the learners will thus be brought into a sharper competition, and the freedom of conversation, of questions and answers, interchanged among the scholars and teachers, will serve to cultivate the manners and language of the pupils, and give them a measure of that self-respect which is requisite to insure permanent efforts at advancement.

One great thought to be impressed upon our Evening School pupils, is that of persevering and patient effort, united with hope and trust in a virtuous and honorable character. The condition of the humble is oftentimes sad enough, but when the lowly abandon themselves to a settled despondency or sullen despair of advancing to a higher level, their condition is indeed a hopeless one. All who enter the class-rooms, however, may be made sensible of the resources they possess in themselves, and by a judicious teaching may be inspired with a hope and confidence that will lead them on to honorable usefulness.

An important purpose will be attained in this direction by appropriating one or two hours in a week in each class to some such exercises. The teacher may make a selection of striking incidents in the life of distinguished men—a narrative of heroic perseverance—a chapter of historical events which possess lively interest—or selections from some of the many valuable works published for the instruction of the young.

These “readings” by the teacher may be made very valuable to the classes, and may serve to afford topics for conversation on the great practical duties of life, and the pleasures and nobility of self-earned success in the world. It will require some degree of art on the part of the teachers to carry out this feature. Some may be better fitted than others, and will consequently find it a pleasing exercise, while some may find it irksome. Those teachers who can perform this part well will be compensated by the result.

There will be an advantage in thus relieving the routine of the class-room. If the pupils are pretty certain of hearing,

once or twice a week, an hour's interesting reading and conversation, or even at the close of every evening a half-hour's reading of these stimulating and instructive chapters, they will be more punctual and regular in their attendance, and the school will possess an attractiveness which will be felt by all. The wonders of nature, and the curious facts of science, geography, natural history, and similar subjects, may be used in this way to lead out the thoughts and awaken the inquisitiveness of a great mass of active and practical minds.

The tendency of all these instrumentalities will be to soften and to refine the hearts and the social habits and manners of the pupils. So great an object is of the highest importance in our Evening Schools, and the Committee hope that all intelligent teachers will study to make the most of their opportunities.

There are many expedients which may be resorted to by the teacher who loves his calling for its own sake, and for the vast good he may accomplish in his sphere. The Committee throw out suggestions, leaving them to the practical talent of the teachers to adopt them. Results will soon tell who understands his profession.

ADVANCEMENT OF PUPILS.

By reference to Schedule I, annexed to this report, a view may be had of the mental condition of the pupils at the time they entered, and the progress they made during the term. Of course, where there are so many shades of attainment, it is difficult to give the precise place to many of the learners, but the table is sufficiently accurate to show what is accomplished by the great body of pupils in the schools.

LECTURES.

The Committee endeavored to meet the wants of the schools, partially at least, by the appointment of a lecturer.

They selected Mr. Avery, the Principal of the Allen-Street Day School, who delivered a lecture on Astronomy in each school, and nearly completed a second series on Electricity and Natural Philosophy.

In addition to these, lectures and addresses have been given by gentlemen who feel a high interest in the schools, all of which have contributed to their remarkable success. To all of these gentlemen the Committee hereby tender their grateful acknowledgments.

CERTIFICATES AND PREMIUMS.

The Committee, in view of the great value attached to the certificate of the Evening School Committee, felt themselves justified in procuring a beautifully executed lithograph certificate which should be worthy of careful preservation. The number distributed, and the joy with which this elegant testimonial was received, are convincing proofs of the opinion entertained that they will repay their cost a hundred-fold.

Fourteen hundred and forty-seven of these certificates were distributed on the last evening of the term. The numbers in each school were as follows :—

MALES.

1st Ward,	78	12th Ward, { Harlem,	—
4th "	70	{ Carmansville, 11	
5th "	47	14th "	45
6th "	56	15th "	33
7th "	60	16th "	80
8th "	65	18th "	45
9th "	32	22d "	125
10th "	96	Colored,	16
11th "	50		

FEMALES.

1st Ward,	60	14th Ward,	25
4th "	80	15th "	33
8th "	65	18th "	30
10th "	60	22d "	75
11th "	30	Colored,	16

These certificates are, indeed, an honorable testimonial, and it will yet be seen that they will be a passport to favor and confi-

dence on the part of employers. The moral effect of this diploma is of the highest kind, and it is hoped that the future Committees on Evening Schools will not be insensible to its value.

The Committee, at its meeting on the 29th instant, adopted the following resolution :—

Resolved,—That certificates shall be distributed at the close of the first term of Evening Schools for the year 1855, in compliance with the following rule :—

“Correct deportment and diligent attention to study ; punctual attendance after the first week of the term which includes those who have been in the school-room before the closing of the gates).

“Those who have been absent, except from sickness, and those who have been absent on account of sickness, more than three evenings, are excluded.”

Although this rule may at first sight appear to be too strict, the Committee are satisfied that it is much the best policy to set up a high standard, and to make the certificates valuable as a mark of character in those who obtain them. A rule allowing a wide margin would serve to cheapen them to an extent which would partially neutralize the effect sought by the Committee.

TEACHERS.

The Committee have already spoken of the teachers, and borne testimony to the general excellence of their arrangements, discipline, and faithfulness. A change was adopted in making appointments for the last term, to the effect, that no principal of a day school should be appointed to that office in an evening school. There were several reasons for this change, and among others the very important consideration growing out of a system of promotion. The assistants in the day schools have accordingly an opportunity of exercising their professional talent in a position of responsibility, which is not only honorable, but useful to themselves as teachers. The results are such that the Committee have every reason to con-

tinue the rule in force. It was departed from in several instances where the particular interests of the school required it.

In conclusion, the Committee earnestly commend this growing interest to the Board of Education, and to the unwearied attention of the gentlemen who will compose the Committee for the year 1855. Whether the Evening Schools shall continue under the care of the Board, or be transferred to the local officers, is a question which the present extent of the system offers to our consideration. However it may be decided, zeal, enlightened views, liberal policy, sympathy, and union on the part of the Board, the teachers, and the pupils, will yet lead to the most beneficent results.

All which is respectfully submitted.

J. WELDON FELL,
ALANSON S. JONES,
HENRY P. WEST,
JOSEPH BLACKBURN,
JAMES C. RUTHERFORD,
WM. S. DAVISON,
H. H. BARROW,

Executive Committee on Evening Schools.

December 31, 1854.

Schedule A,

Showing the Number registered and their Ages, the largest Number present at any one Time, and the Average for the Term of Seven Weeks, ending on 24th February, 1854.

MALE DEPARTMENTS.

Evening Schools.	Number Registered.	Under 16 years of age.	Over 16 and under 21 years of age.	Over 21 years of age.	Largest number present at any one time.	Number that attended less than one month.	Number that attended over one month and under two.	Number that attended the full term.	Average for the term.	Number who attended Evening Schools previous years.
1st Ward.....	366	200	116	21	251	90	117	159	212	323
4th ".....	320	203	99	18	172	173	61	86	143	229
5th ".....	147	88	48	11	85	37	55	55	72	103
6th ".....	120	73	41	6	107	25	85	85	90	85
7th ".....	71	26	39	6	45	28	43	43	36	44
8th ".....	191	83	94	14	112	90	45	56	85	132
9th ".....	150	87	13	50	115	37	9	104	97	121
10th ".....	240	112	88	40	208	50	83	107	153	166
11th ".....	261	153	95	13	137	116	78	67	99	168
12th { Harlem,	70	28	32	10	51	25	21	24	40	48
Carmansville,	40	9	17	14	24	21	19	19	18	27
14th Ward.....	125	101	20	4	112	41	85	85	93	98
15th ".....	226	108	104	14	133	40	36	150	93	19
16th ".....	314	171	123	20	187	124	63	127	143	238
18th ".....	213	146	54	13	152	67	72	74	118	98
22d ".....	358	150	113	95	198	150	227	119	150	278
Colored,	50	2	11	37	34	11	23	16	27	24
Total,	3262	1740	1107	386	2103	1125	1122	1376	1669	2201

FEMALE DEPARTMENTS.

4th Ward,.....	270	183	78	9	194	105	105	119	162	198
8th ".....	142	92	38	12	107	40	29	73	78	139
10th ".....	106	57	32	17	102	36	70	70	80	93
11th ".....	154	67	75	12	101	27	44	83	79	131
15th ".....	112	61	35	16	83	27	85	85	63	90
18th ".....	120	60	40	20	100	54	18	68	73	70
22d ".....	130	98	27	5	113	32	27	71	78	108
Colored,	63	10	10	43	36	25	18	20	25	52
Total,	1097	628	335	134	836	346	396	589	638	881
Grand Total,	4359	2368	1442	520	2939	1471	1518	1965	2307	3082

Schedule B,

*Showing the Average Weekly Attendance, each Week separately stated,
for the Term ending on February 24, 1854.*

MALE DEPARTMENTS.

Evening Schools.	1st Week.	2d Week.	3d Week.	4th Week.	5th Week.	6th Week.	7th Week.
1st Ward,.....	189	201	207	221	220	223	225
4th ".....	146	158	159	148	139	133	115
5th ".....	73	76	79	77	69	69	60
6th ".....	90	98	89	100	85	86	82
7th ".....	31	38	39	39	35	34	34
8th ".....	95	97	102	90	79	73	63
9th ".....	83	96	110	106	103	97	80
10th ".....	179	185	180	168	144	137	113
11th ".....	104	122	95	108	100	95	72
12th } Harlem,.....	44	47	42	43	37	32	31
} Carmansville,.....	15	20	20	19	18	19	14
14th Ward,.....	95	105	97	106	98	81	68
15th ".....	110	108	106	107	77	77	65
16th ".....	162	166	146	154	133	134	104
18th ".....	106	119	134	132	108	121	99
22d ".....	158	180	165	162	139	134	110
Colored,.....	19	27	31	31	31	28	22
Total,.....	1699	1843	1801	1811	1615	1573	1357

FEMALE DEPARTMENTS.

4th Ward,.....	164	177	174	181	151	149	139
8th ".....	94	88	78	84	68	69	63
10th ".....	97	82	94	83	63	71	71
11th ".....	86	98	84	78	70	71	62
15th ".....	61	74	68	63	57	54	63
18th ".....	68	76	79	80	74	67	70
22d ".....	83	89	92	86	74	59	65
Colored,.....	19	27	26	34	25	22	22
Total,.....	672	711	695	689	582	562	555
Grand Total,.....	2371	2554	2496	2500	2197	2135	1912

Schedule C,

*Showing the Amount paid on Account of Evening Schools for the Term of
Seven Weeks, commencing January 9, and ending February 24, 1854.*

EVENING SCHOOLS in account with the

CITY CHAMBERLAIN.

DR.

To balance, January 1, 1854,	\$738 01
“ Appropriation,	10,000 00
	<hr/>
	\$10,738 01

CR.

By amount paid—

For Teachers' Salaries,	\$5,938 21	
“ Janitors' Wages,	298 88	
“ Light,	621 01	
“ Advertising,	144 01	
“ Supplies, Incidental Expenses, &c.,	102 33	7,104 44
		<hr/>
Balance,		\$3,633 57

Schedule D,

Showing the Amount paid for Teachers' Salaries, Janitors' Wages, Lighting Rooms, Gas Fixtures, Advertising, Printing, Supplies, and Incidental Expenses, in each School, during the Term of Seven Weeks, ending February 24, 1854.

MALE DEPARTMENTS.

Evening Schools.	Teachers' Salaries.	Janitors' Wages.	Lighting Rooms.	Advertising.	Supplies, Repairs, and Incidental Expenses.	Total.
1st Ward.....	\$355 00	\$15 00	\$29 56	\$5 77	\$1 78	\$407 11
4th "	320 00	10 50	23 30	5 76	2 86	362 42
5th "	205 00	15 00	32 18	5 76	2 57	260 51
6th "	205 00	15 00	16 96	5 76	1 78	244 50
7th "	230 71	15 00	12 38	5 76	1 78	265 63
8th "	285 00	10 50	28 97	5 76	1 78	332 01
9th "	250 00	15 00	17 10	5 76	3 28	291 14
10th "	355 00	10 50	26 06	5 76	5 59	402 91
11th "	285 00	10 50	22 61	5 76	16 53	340 40
12th } Harlem,	155 00	15 00	35 00	5 76	1 78	212 54
} Carmanville,	90 00	15 00	35 00	5 76	1 78	147 54
14th Ward.....	250 00	15 00	22 88	5 76	1 78	295 42
15th "	250 00	10 50	17 06	5 76	8 15	291 47
16th "	281 00	15 00	18 28	5 76	1 78	321 82
18th "	250 00	11 44	35 95	5 76	3 92	307 07
22d "	320 00	10 50	11 89	5 76	1 78	349 93
Colored,	135 00	7 50	35 00	5 76	1 78	185 04
Total,	4221 71	216 94	420 18	97 93	60 70	5017 46

FEMALE DEPARTMENTS.						
4th Ward.....	331 50	10 50	23 30	5 76	2 85	373 91
8th "	232 50	10 50	28 97	5 76	1 78	279 51
10th "	232 50	10 50	26 06	5 76	4 84	279 66
11th "	232 50	10 50	22 61	5 76	16 53	287 90
15th "	197 50	10 50	17 06	5 76	8 15	238 97
18th "	162 50	11 44	35 94	5 76	1 78	217 42
22d "	197 50	10 50	11 89	5 76	3 92	229 57
Colored,	130 00	7 50	35 00	5 76	1 78	180 04
Total,	1716 50	81 94	200 83	46 08	41 63	2086 98
Grand Total, ..	5938 21	298 88	621 01	144 01	102 33	7104 44

Schedule E,

Showing the Number registered, and their Ages, the largest Number present at any one Time, and the Average for the Term ending Dec. 22, 1854.

MALE DEPARTMENTS.

Evening Schools.	Number Registered.	Under 16 years of age.	Over 16 and under 21 years of age.	Over 21 years of age.	Largest number present at any one time.	No. that attended less than one month.	No. that attended over one month and under two.	No. that attended over two months and under three.	No. that attended the full term.	Average for the term.	No. who attended Evening Schools previous years.
1st Ward,	657	315	259	83	403	200	167	154	136	345	263
4th "	750	413	305	32	358	243	314	173	146	273	513
5th "	454	226	187	41	190	202	74	61	117	143	183
6th "	392	258	99	23	270	52	60	90	190	175	110
7th "	503	349	120	34	247	197	123	56	127	169	69
8th "	738	440	235	63	295	433	108	72	125	213	303
9th "	542	288	203	51	230	164	94	60	224	177	261
10th "	828	390	350	85	473	347	223	95	183	339	290
11th "	868	386	428	54	321	420	206	138	104	241	378
12th " } Harlem,	100	43	46	11	52	41	22	27	10	36	43
" } Carmansville,	73	17	24	32	39	14	12	20	27	24	35
14th Ward	371	123	140	103	245	122	79	68	102	136	373
15th "	510	265	210	35	271	164	85	82	179	210	327
16th "	901	523	317	61	448	336	171	153	181	369	402
18th "	535	359	157	19	320	221	137	125	52	238	160
22d "	720	380	207	133	495	188	184	111	237	390	342
Colored,	112	11	15	86	63	19	17	28	48	42	43
Total,	8254	4791	3302	849	4720	3423	2066	1513	2187	3523	3773

FEMALE DEPARTMENTS.

1st Ward,	247	164	65	18	143	59	51	35	102	116	2
4th "	683	431	225	27	416	242	94	123	224	294	276
8th "	414	238	135	41	258	110	64	102	158	196	157
10th "	355	108	132	43	259	121	77	44	113	216	209
11th "	288	188	88	12	222	98	49	38	103	142	63
14th "	230	150	60	20	137	34	38	69	89	99	38
15th "	361	171	152	38	190	126	79	66	90	146	141
15th "	238	189	81	18	178	62	81	52	93	128	61
22d "	366	181	117	68	235	81	41	35	202	187	56
Colored,	126	15	24	87	55	40	32	15	33	30	51
Total,	3358	1835	1879	372	2093	764	607	578	1188	1554	1054
Grand Total,	12012	6626	5181	1221	6813	4187	2673	2092	3375	5077	4888

Schedule F,

*Showing the Average Weekly Attendance, each Week separately stated,
for the Term ending December 22, 1854.*

MALE DEPARTMENTS.

Evening Schools.	1st Week.	2d Week.	3d Week.	4th Week.	5th Week.	6th Week.	7th Week.	8th Week.	9th Week.	10th Week.	11th Week.	12th Week.
1st Ward,	282	316	340	345	315	339	376	376	384	372	346	346
4th "	311	331	332	282	263	216	274	248	241	261	264	264
5th "	151	175	168	150	141	134	144	127	142	128	133	132
6th "	250	218	199	189	135	145	161	159	157	163	184	179
7th "	205	213	193	216	148	140	191	159	146	152	142	127
8th "	245	261	256	232	202	199	211	184	191	182	201	188
9th "	213	208	214	200	184	163	181	153	153	157	158	150
10th "	380	421	364	379	316	285	350	300	345	311	304	320
11th "	291	287	269	273	233	204	243	227	233	209	227	206
12th } Harlem,	36	38	41	42	43	40	37	42	36	28	28	26
} Carmansville,	32	27	27	28	26	23	23	19	20	19	26	28
14th Ward,	199	211	181	137	107	87	137	121	126	104	125	101
15th "	221	230	229	215	196	203	219	200	218	201	192	196
16th "	362	413	414	401	357	361	396	357	352	326	352	335
18th "	284	290	269	269	225	220	239	226	218	200	213	210
22d "	330	401	417	419	360	367	438	392	417	340	407	403
Colored,	33	45	41	43	43	38	48	41	43	37	46	46
Total,	3832	4125	3954	3820	3294	3164	3668	3331	3422	3190	3343	3257

FEMALE DEPARTMENTS.

1st Ward,	85	118	123	115	117	125	128	119	117	114	108	108
4th "	243	323	339	337	263	283	305	260	273	276	310	311
8th "	176	219	225	228	189	206	202	191	185	158	194	178
10th "	161	228	225	235	230	221	225	198	232	211	214	216
11th "	125	178	163	168	149	137	151	147	132	120	124	114
14th "	83	116	125	122	87	92	105	84	102	84	94	93
15th "	120	142	147	144	116	131	172	146	165	139	163	156
18th "	95	123	129	135	105	137	124	136	139	135	143	139
22d "	174	201	200	188	161	175	202	187	207	168	196	193
Colored,	25	36	34	42	30	29	30	26	27	26	54	26
Total,	1287	1706	1710	1714	1447	1536	1644	1494	1579	1431	1600	1534
Grand Total,	5119	5831	5664	5534	4741	4700	5312	4825	5001	4621	4943	4791

Schedule G,

*Showing the Amount paid on Account of Evening Schools for the Term of
Twelve Weeks, commencing October 2, and ending December 22, 1854.*

EVENING SCHOOLS in account with the

CITY CHAMBERLAIN.

DR.

To balance, September 1, 1854,	\$3,633 57	
“ Appropriation.....	15,000 00	
		<hr/>
		\$18,633 57

CR.

By amount paid—

For Teachers' Salaries,	\$12,694 31	
“ Janitors' Wages,	555 48	
“ Light,	1,455 01	
“ Gas Fixtures,.....	1,102 70	
“ Advertising,.....	201 75	
“ Printing,.....	96 00	
“ Supplies, Incidental Expenses, &c.,	338 12	16,443 37
		<hr/>
Balance.....		\$2,190

Schedule H

Showing the Amount paid for Teachers' Salaries, Janitors' Wages, Lighting Rooms, Gas Fixtures, Advertising, Printing, Supplies, Incidental Expenses, &c., in each School, during the Term of Twelve Weeks, ending December 22, 1854.

MALE DEPARTMENTS.

Evening Schools.	Teachers' Salaries.	Janitors' Wages.	Lighting Rooms.	Gas Fixtures and Repairs.	Advertising.	Printing.	Supplies, Inci- dental Ex- penses, &c.	Total.
1st Ward, ...	\$719 36	18 00	44 22	102 08	7 48	3 56	12 75	907 45
4th "	546 20	18 00	40 45	11 75	7 47	3 56	11 50	638 93
5th "	427 96	25 72	84 67	80 50	7 47	3 56	11 50	641 38
6th "	437 12	25 72	35 44	..	7 47	3 56	11 50	520 81
7th "	475 64	25 72	48 64	94 75	7 47	3 56	11 50	667 28
8th "	590 12	18 00	50 15	1	7 48	3 56	11 50	682 06
9th "	477 91	25 72	54 82	127 25	7 47	3 56	11 50	708 75
10th "	710 25	18 00	50 27	3 77	7 48	3 56	16 12	808 68
11th "	596 24	18 00	51 65	7 00	7 48	3 56	14 00	698 56
12th { Harlem,	272 20	25 72	82 86	.. 63	7 47	3 55	13 00	404 80
{ Carmansville	161 20	25 72	82 86	..	7 47	3 55	11 50	292 30
14th Ward	485 40	25 72	38 44	103 28	7 47	3 56	11 50	675 37
15th "	518 44	18 00	41 15	14 88	7 48	3 56	11 50	615 01
16th "	654 95	25 72	64 35	7 50	7 47	3 56	14 70	778 25
18th "	484 22	18 00	55 10	..	7 48	3 56	11 50	579 86
22d "	683 32	18 00	41 26	65 88	7 47	3 56	11 50	830 99
Colored,	298 20	18 00	82 85	..	7 47	3 56	11 50	421 58
Total,	8538 73	367 76	949 18	620 27	127 05	60 50	208 57	10872 06

FEMALE DEPARTMENTS.

1st Ward, ...	404 20	18 00	44 21	102 07	7 47	3 55	11 50	591 00
8th "	569 40	18 00	40 45	11 75	7 47	3 55	11 50	662 12
10th "	523 20	18 00	50 15	..	7 47	3 55	11 50	613 87
11th "	489 50	18 00	50 26	3 00	7 47	3 55	16 12	587 90
14th "	437 86	18 00	51 65	7 62	7 47	3 55	14 00	540 15
15th "	344 20	25 72	48 75	277 25	7 47	3 55	18 93	725 87
18th "	379 65	18 00	41 15	14 87	7 47	3 55	11 50	476 19
22d "	390 85	18 00	55 10	..	7 47	3 55	11 50	486 47
Colored,	387 52	18 00	41 26	65 87	7 47	3 55	11 50	535 17
Total,	229 20	18 00	82 85	..	7 47	3 55	11 50	352 57
Total,	4155 58	187 72	505 83	482 43	74 70	35 50	129 55	5571 31
Grand Total, ..	12694 31	555 48	1455 01	1102 70	201 75	96 00	338 12	16443 37

SCHEDULE,

Showing the Names and Salaries of the Instructors in the several Evening Schools, for the term of Twelve Weeks, ending December 22, 1854.

FIRST WARD, MALE.

No. 97 Greenwich street.

Lewis W. Annan,	\$154
Edward Schwachofer,	111
James B. Treanor,	84
Thomas E. Cody,	77
L. W. Dunsmore,	60
John M. Young,	60
H. A. E. McCartin,	60
Wallace Young,	60
Peter Madden,	60

FIRST WARD, FEMALE.

No. 97 Greenwich street.

H. A. C. Huthwaite,	\$115
Ellen M. Hackett,	81
Josephine Morrison,	81
Matilda Stopp,	60
Anny Butts,	60

FOURTH WARD, MALE.

James street, near Chatham.

John Halpin,	\$154
Miles Lavelle,	111
P. W. Connolly,	84
George W. Stewart,	77
John Lynch,	60
Frederick R. Hurlbut,	60

FOURTH WARD, FEMALE.

James street, near Chatham.

Catharine Lynch,	\$115
Eliza Reynolds,	81
Anna C. O'Donnell,	81
Ellen Irvine,	60
Margaret Cannary,	60
Eliza McLaughlin,	60
Catharine M. Fitzgibbon,	60
Mary J. O'Leary,	60

FIFTH WARD, MALE.

North Moore, corner of Varick street.

Hugh Carlisle,	\$154
Thomas W. Conklin,	111
Gillespie Miller,	84
Frederick M. Campbell,	77

SIXTH WARD, MALE.

Elm street, near Leonard.

James O'Dwyer,	\$154
Bartholomew Carrick,	111
A. T. Gallagher,	84
James P. McIvor,	77
Thomas Gibbons,	60

SEVENTH WARD, MALE.

Monroe street, near Montgomery.

William J. Goldey,	\$154
Charles S. Webb,	111
Isaac Marshall,	84
Jacob T. Boyle,	77
Jacob Fehrman,	60

EIGHTH WARD, MALE.

Clark street, near Broome.

Charles W. Lord,	\$154
William Herring,	111
D. B. Frishie,	84
Miles Finch,	77
Marcus Burr,	60
Mary E. Inslee,	60
Mary Smith,	60

EIGHTH WARD, FEMALE.

Clark street, near Broome.

Mary A. Downs,	\$115
Clara Edmonds,	81
Frances C. Church,	81
Lois A. Smith,	60

Mary A. Hulin,	\$60	Catharine A. Madden,	\$60
Elizabeth A. Smith,	60	Mary E. McGuire,	60
Julia A. Seger,	60		

NINTH WARD, MALE.

Grove, corner of Hudson street.

George Moore,	\$154
Aaron Van Nostrand,	111
T. Dwight Martin,	84
C. D. B. Simonton,	77
George F. Wick,	60

TENTH WARD, MALE.

Ludlow street, near Delancy.

John Walsh,	\$154
Alexander Morehouse,	111
Moritz Ertheiler,	84
Francis C. Buck,	77
Elbert T. Young,	60
Jacob T. Bergen,	60
John A. Graves,	60
William H. Post,	60
James M. Tournier,	60

TENTH WARD, FEMALE.

Ludlow street, near Delancy.

Arnot A. Rutherford,	\$115
Margaret Tibbetts,	81
Lucy Tibbetts,	81
Julia M. Connery,	60
Ann M. Valleau,	60
Kate Kenny,	60
Catherine Hayes,	60

ELEVENTH WARD, MALE.

Ninth street, near Avenue C.

Lafayette Olney,	\$154
Joshua B. Griffing,	111
Robert J. Furney,	84
William Kennard,	77
James R. Finch,	60
George Moore,	60
George Harrison,	60

ELEVENTH WARD, FEMALE.

Ninth street, near Avenue C.

Frances J. Murray,	\$115
Jane Rutherford,	81
Jane M. Gilfillan,	81
Euretta M. Nicholson,	60

TWELFTH WARD.

HARLEM.

Jacob S. Warner,	\$154
James Riker,	111

CARMANSVILLE.

156th street, near Ninth Avenue.

John C. Graff,	\$154
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FOURTEENTH WARD, MALE.

Orange street, near Grand.

John Boyle,	\$154
Nicholas Mulligan,	111
Timothy W. Kennedy,	84
William G. Raywood,	77
John Slevin,	60

FOURTEENTH WARD, FEMALE.

Marion street, near Prince.

Catharine Murphy,	\$115
Alicia W. Goodwin,	81
F. H. P. Meginley,	81
Elizabeth Battle,	60

FIFTEENTH WARD, MALE.

Thirteenth street, near Sixth Avenue.

Thomas Hunter,	\$154
William H. Storrs,	111
Hugh Williamson,	84
John B. Conely,	77
Margaret Dornan,	60

FIFTEENTH WARD, FEMALE.

Thirteenth street, near Sixth Avenue.

Aroline C. Hall,	\$115
Ellen Daly,	81
Maria V. Kohler,	81
Martha Johnson,	60
Leonora Jones,	60

SIXTEENTH WARD, MALE.

Twenty-fourth street, near Seventh Avenue.

John G. McNary,	\$154
Washington M. Smith,	111
Nelson B. Bartram,	84
William A. E. Davis,	77
Alonzo Hopper,	60

Ezra Beach,	\$60	Anna M. Rogers,	\$60
James W. Graff,	60	L. C. Burke,	60
Leander T. Brown,	60	Louis Kolb,	60
William A. McCool,	60	J. Henry Baden,	60

EIGHTEENTH WARD, MALE.

Twentieth street, near Second Avenue.

D. R. A. Thorp,	\$154
George H. Albro,	111
Lucien B. Corey,	84
John White,	77
Samuel S. Martin,	60

EIGHTEENTH WARD, FEMALE.

Twentieth street, near Second Avenue.

Jane M. Greacen,	\$115
Hamilton S. Graff,	81
M. Louise Macfarlan,	81
Mary A. Simms,	60
Sarah Stewart,	60

TWENTY-SECOND WARD, MALE.

Fortieth street, near Eighth Avenue.

John W. Boyce,	\$154
Ira H. Tuthill,	111
John D. Robinson,	84
Olivia S. Edmonds,	77

TWENTY-SECOND WARD, FEMALE.

Fortieth street, near Eighth Avenue.

Mary M. Slater,	\$115
Adeline Flanagan,	81
Mary B. Hill,	81
Rosamond Rogers,	60
Mary J. Preston,	60
Clara Cameron,	60
Abby Rogers,	60

COLORED, MALE.

Laurens street, near Broome.

Ransom F. Wake,	\$137
John J. Zuille,	94
Charles E. Wake,	60

COLORED, FEMALE.

Laurens street, near Broome.

Fanny Tompkins,	\$94
Sarah Emmals,	68
Maria De Grasse,	60

REPORT

ON

NORMAL SCHOOLS.

REPORT.

TO THE BOARD OF EDUCATION OF THE CITY OF NEW YORK :

The Executive Committee on Normal Schools beg leave to submit their Second Annual Report :

The Female Normal School, which at the close of the year 1853, as will be seen by the last Annual Report of the Committee, had a register number of about 450, and an attendance of about 400 pupils, has since increased to a register number of 651, and an attendance of about 500 pupils, (largest number present at any one time, 550,) an increase of names on register of about 200, and of attendance of about 100, and an increase since the School was adopted by the Board of Education of about 350 names on register, and of about 250 pupils in attendance, showing that the School has more than doubled since the consolidation of the Public and Ward Schools.

The large increase of the School rendering an increase in the number of teachers necessary, upon the recommendation of the Committee, Messrs. Thomas F. Harrison, Michael J. O'Donnell, William Smeaton, and Miss Jane Hinton, have been, by the Board, appointed additional teachers in this School, which is now divided into five classes, designated as A, B, C, D and E, and those classes below class A are again subdivided into sections, as follows: Classes B and C into two sections each; D into five, and E into four sections. The names of the members of each class are hereto annexed.

The Committee have held during the year two examinations

of this School; the first in the month of May, and the second in the latter part of November and the early days of December.

With but few exceptions all the pupils presented themselves at the time appointed for the examination, and were individually questioned by, or in the presence of, the Committee, and particular note taken of the performance of each.

At the close of the spring examination diplomas were presented to 39 graduates, whose names are hereto annexed. This presentation took place in the Chapel of the Free Academy, in the presence of a large number of the friends of the Schools. The occasion was distinguished by the presence of His Excellency Horatio Seymour, Governor of the State of New York, who made an eloquent and appropriate address. The Committee recommended that the public presentation of an honorable testimonial to our teachers upon their graduation from the Normal School, become the settled practice for the future; that each year a similar ceremony may give character and dignity to the act by which the Board of Education certifies to the attainments of those who pass from under its instruction.

The Executive Committee on Normal Schools in their last Annual Report expressed a confident expectation that the influence of this School upon our Female Departments would be to stimulate to progress in the character of their teachings. The Committee think that they may safely declare that such expectations have been realized. Teachers newly appointed from the highest classes in our Female Schools, who have within the last year presented themselves for admission into this School, have, for the most part, been better educated, and consequently have entered higher classes than those formerly admitted under similar circumstances.

In consequence of the short time allotted to the exercises of this School, it is important that the number of pupils in each class should be much more limited than if the sessions were more frequent, or of longer continuance; as but one hour per week is allowed to each exercise, it is desirable that, so far as possible, the individual members of every class may have an opportunity for recitation and particular explanation from the teacher upon those points requiring the clearest elucidation.

A subject, which to one is perfectly intelligible, may to the

mind of another be involved in considerable obscurity ; the Committee, therefore, anxious to render the instruction of the School as efficacious as possible, cannot but regard many of the classes as too large for the proper instruction of the pupils. It is, however, expected that when the Daily Normal School is organized, relief will be afforded in this particular.

Towards the close of the year Mr. George F. Bristow was appointed by the Board teacher of music in this school, and entered upon the duties of his position.

The Committee would feel better satisfied could they speak as encouragingly of the Male as of the Female Normal School, but are compelled to say that the reduced attendance of the latter this Fall disappointed the hopes which an increased attendance and interest in the Spring were calculated to inspire. This reduction, in attendance, is principally to be ascribed to the opening of the Evening Schools, which have drawn upon our Male Normal School for 26 of its pupils to become teachers, at such hours as render it difficult for them to attend the Normal School. It is justice, however, to many of our Evening School teachers to say, that they are usually present at the Normal School, and continue there until the last moment that will allow them time to reach their post of evening duty.

To accommodate this class, and also to make the burden of attendance at this School as light to all as consistent with a due regard for their own improvement, the Committee recommended a reduction of the number of sessions of the Schools, from 5 to 2 per week, making the hours of meeting earlier, and fixing upon the Saturdays, during the Winter, as a suitable time for the Sessions, inasmuch as upon the evenings of those days the Evening Schools were not open, and also the day being a leisure one rendered it more convenient for the pupils to attend. This recommendation of the Committee was adopted by the Board, and it is expected that a more regular attendance will be the consequence of the new arrangement. The number of pupils on register in this School is 45, and the attendance about 25 ; the names and classification will be found hereto annexed.

The Committee during the present month held an examination of all the members of this School, who presented themselves at the appointed time, but a large proportion were absent, the

plea being their engagement in the Evening Schools. The examination presented gratifying results in cases where there had been proper attendance and application. There is no institution where, from the character and ability of the teachers, and the limited number of the pupils, greater facilities of obtaining useful instruction in all matters appertaining to Common School teaching are offered than in this School : the Committee therefore cannot but be surprised at the little anxiety manifested to enjoy its advantages.

The Colored Normal School has had an accession of 5 pupils to its register number since the last report. The number on register at the present time is 20, and the attendance about 16. The names will be found hereto annexed.

The Committee held an examination of this School during the present month, and were much pleased with the intelligence and proficiency of most of the pupils, and are of the opinion that arrangements should be made to introduce Algebra, and such other studies into this School, as will make it conform more nearly to its kindred institutions. Upon the members of this School, as was remarked to them at the close of the examination rests a heavy weight of responsibility in the enlightening of the colored race ; well educated and placed in positions where it is their duty to impart to others this blessing which they themselves enjoy, how anxious should they be to emancipate their brethren from the thralldom of ignorance and vice, a slavery more to be deplored than any other kind of bondage. The Committee would commend the colored schools as a portion of our educational establishment well worthy the fostering care of the Board of Education.

In the months of April and May last, lectures on the subject of Chemistry were provided for the benefit of all the teachers employed in the Ward Schools, which were given by Professor Doremus, in the laboratory of the Medical University in 13th street. It was expected that the great body of our teachers would gladly have availed themselves of this means of increasing their stock of useful information ; this anticipation was not entirely realized, yet inasmuch as some three or four hundred were constant attendants upon a very interesting and instructive course of lectures, the Committee consider the good result obtained

as fully commensurate to the trouble and expense of their preparation, and would suggest that lectures upon various practical subjects be this Winter given in the large Normal School Room in the Hall of the Board of Education.

The attendance at the Normal Schools has not been upon the part of some of our teachers as regular as is consistent with their own improvement and the welfare of our Schools.

The committee have exercised the utmost forbearance in the treatment of absentees, and have by remonstrances and notices induced all to pay regard to the requisition of attendance, and have thus avoided the last alternative, viz: A report of their names to the Board of Education, and a forfeiture of their positions as teachers. The newness of the arrangement, and the propriety of allowing time for all subject to the By-laws to become acquainted with their provisions, justified such a course. The Committee are of the opinion that all should now be well-informed upon this subject, and that hereafter more prompt action is demanded. It is well however to remark that to the School Officers, and especially to the Trustees of each ward, the Committee must look for co-operation in this matter. They have positively the appointing and removing power over each teacher; and it is especially their part to see that the teachers employed in their respective wards do their duty in all matters appertaining to their position. Should each local Board act upon a declared determination, (as some of the local Boards have already done,) to dismiss from service all their teachers neglecting to attend the Normal School, and to make due improvement in their studies, the Executive Committee on Normal Schools would be relieved of the most onerous part of their duty, and more efficiency would be given to this part of our School system. In case any teacher should seek to escape from rigid rule by forsaking one ward to find refuge in another more lenient in this respect, the Normal School Committee would step in and apply a remedy in the report of the delinquent to the Board of Education.

The Committee this fall addressed a circular to each Board of School Officers, requesting from them a return of the names of the teachers employed in their respective wards, and a designation of those who in their opinion ought to be excused from at-

tending the Normal School. Replies to this circular have been received from but three wards, viz., the 7th, 9th and 10th wards. It is important that the School Officers furnish the Committee with the information asked for, and also that they communicate to them from time to time the changes taking place in the teachers of their respective wards, that the committee may be correctly informed as to those subject to attend the Normal School, and those who are released therefrom. It often happens that a name is retained upon the Normal School Roll, some time after the individual has ceased to be a teacher, and a long absence is unexplained, until with much labor the Committee ascertain that the person enquired after has left the public service. It sometimes also occurs that a teacher will be appointed and will neglect to attend the Normal School, and the delinquency be overlooked until accidentally discovered. A concert of action upon the part of the School Officers and the Committee would prevent the occurrence of any irregularity of this kind.

It is desirable that the School Officers give close attention to the attendance and grade of teachers employed in their respective wards as set forth in the quarterly reports of the Normal Schools, transmitted to them under the requirements of the By-laws of the Board of Education. A knowledge that the merits and demerits of each will be carefully scanned by their employers, will give to our junior teachers an impulse to endeavor to distinguish themselves in the Normal Schools, and will ensure a corresponding advance in their qualifications and usefulness.

While animadverting upon the irregularity of a few, it is but justice to the many to speak in terms of high commendation of a very great majority of the pupils in our Normal Schools, who not only cheerfully acquiesce in the arrangements made for their instruction by the Board of Education, but duly appreciating the advantages thus offered to them, are using every exertion to obtain the full benefit of this provision. To them the Normal School presents the expectation of promotion in their profession, which without this opportunity for their own scholastic advancement would be hopeless. As our Government Institutions open the door of high official station to the poor as

well as to the rich, so do our Normal Schools perfect that chain by which the humblest child in our Common Schools is enabled to rise to the highest place among our teachers.

The Board of Education have during the current year passed certain Rules and Regulations for the government of the Normal Schools, which, together with the original By-Laws relating to the Normal Schools as amended, will be found annexed.

The Board have lately passed certain By-Laws for the establishment of a Daily Normal School, which will also be found annexed. To the subject of this School as referred to them, the Committee have given attention, but the lateness of the season at which the reference was made, precluded a report of a plan of organization being presented to the present Board.

The Committee are persuaded that the experience of this year has served to convince all who have given attention to the subject, of the indispensable importance of the present Normal Schools as a part of our School system. With an unusually large number of candidates for positions as junior teachers, yet the demand for teachers of a higher grade is far greater than the supply, and the difficulty of providing for the instruction of our higher classes would by this time have resolved itself into an impossibility, but for the means furnished by our Normal Schools.

Public sentiment is demanding for our Common Schools a more complete system of education than it has heretofore required, and the Board of Education has responded to this demand by passing certain By-Laws raising the standard of instruction.

The expense for public education having very much increased, the people, while they are willing that their money should be liberally expended in this best of all applications of our public means, have a right to require that a proper return be made for the expenditure. A splendid and well-arranged work-shop, and an abundance of tools and materials, are of but small value if the skilful artizan is wanting to occupy the one and to use the other: so our well-adapted School-houses, and the books and ap-

pliances of instruction, are but little worth, if the competent teacher be not provided. In view then of the present state of our educational concerns, the increase in the attendance of scholars, and the more advanced character of the instruction to be imparted, how ample should be the provision for the proper preparation of teachers for the work to be required of them.

The energetic administration of our present Normal Schools cannot be too strongly urged, and since it is determined that a Daily Normal School shall be established, it is the opinion of the Committee that no time should be lost after the organization of the new Board, in bringing that Institution into active operation. The Normal Schools, by their "classification and grading," furnish the Trustees of the several Wards with indices to aid them in proper distribution of the teachers employed in their Schools, and in the appointments of teachers to fill vacancies as they occur.

The enlarged accommodation which during the past summer have been provided for the Normal Schools in the Hall of the Board of Education, reflects great credit upon the judgment and taste of the Committee on Repairs, under whose direction the work was performed, and will be found, it is thought, as soon as the Daily Normal School is established, ample for that as well as for the existing institutions.

The Committee cannot close this Report without a brief obituary of six of the pupils of our Normal Schools, who have during the year passed to their final account: SIDNEY A. SWAN, HENRIETTA MUSHBACK, ANNA WINCHELL, MARGARETTA F. KERR, MARY E. ARKILL and ANNA MARIA MEGARY, three by the epidemic, which so lately brought grief into many a family, the others by the slow wasting of disease—all, in the spring-time of life, when they had just put forth the buds of promise for future usefulness—have closed their earthly labors and been gathered to their rest.

The frequent admonitions brought to our teachers in the departure of their associates, should impress upon them the lesson of so diligently laboring in their most responsible field of duty,

that they may when their summons comes be prepared to render up their account with joy.

New York, Dec. 30th, 1854.

WM. H. NEILSON,	} Executive Com- mittee on Nor- mal Schools.
J. DAVENPORT,	
WM. HIBBARD,	
B. R. WINTHROP,	
D. W. C. McCLOSKEY,	
CHARLES TRACY.	

RULES AND REGULATIONS

FOR THE GOVERNMENT OF THE NORMAL SCHOOLS.

§ 1. There shall be a Normal School for the instruction of the Female Teachers employed in the several schools under the direction of this Board, which Normal School shall hold its sessions on every Saturday in the year, from 9 o'clock, A. M. till 2 o'clock, P. M., with the exception of the Saturdays in the month of August, and those falling on the holidays prescribed by this Board.

§ 2. There shall also be a Normal School for the instruction of Male Teachers in the several before-mentioned Schools, which shall hold its sessions as follows, viz :—From the 1st of November to the 1st of May in each year, on Wednesdays from 4 to 7 o'clock, P. M., and on Saturdays from 4 to 8 o'clock, P. M.; and from the 1st of May to the 1st of November, in each year, on Wednesday and Fridays from 4 to 7 o'clock, P. M.

§ 3. The Male and Female Normal Schools shall hold their sessions in the Hall of the Board of Education.

§ 4. They shall be under the care and instruction of a Principal, and such other teachers as may be necessary, who shall be appointed by the Board of Education, and subject to the rules and regulations of the said Board. The Schools shall be under the supervision of the Executive Committee on Normal Schools.

§ 5. All teachers below the grade of Principal, except such as shall possess a full certificate of qualification as teacher of Common Schools, and except the teachers in the Evening Schools during the terms of those schools, shall be required

to attend punctually and regularly the sessions of the Normal Schools, unless excused by the Normal School Committee and the School Officers of the Ward in which they may be employed.

§ 6. If any teacher not excused as aforesaid, shall neglect to attend regularly and punctually the sessions of the Normal Schools for teachers, and faithfully pursue the studies appointed for them, it shall be the duty of the Normal School Committee to report such delinquent to the Board of Education, which shall proceed to declare the situation of such teacher forfeited; and after register upon the minutes of that body of such forfeiture, no payment of salary shall be made to such delinquent except for services performed prior to such declaration.

§ 7. The Executive Committee on Normal Schools shall keep written minutes of their proceedings, which shall be read at the stated meetings of the Board of Education, immediately after the reading of the minutes of the Executive Committee on the Free Academy.

§ 8. The Normal Schools shall each consist of five classes, to be designated by the first five letters of the alphabet, the highest class to be denominated A, and the lowest E. The Executive Committee shall be empowered to subdivide any class whenever the number of pupils in such class shall exceed forty.

§ 9. It shall be the duty of the Principal of each School to attend to the general order of the institution, to open each session by the proper exercise, to receive visitors and introduce them, if necessary, to the several class-rooms; to examine and admit pupils, assigning them to the class for which they may be qualified; by the authority of the Committee, to make all promotions at the times hereinafter provided; to keep the records of the institution, and to attend to the reception and distribution of all books and other supplies.

§ 10. The Teachers shall be responsible for the due improvement of the several classes in their respective branches of in-

struction, and it shall be their duty to attend such meetings as shall be called by the Principal for the purpose of consultation respecting the management of the institution. It shall be the duty of the Teachers to keep records of the several classes under their instruction.

§ 11. There shall be semi-annual examinations of the Normal Schools, under the direction of the Executive Committee, to commence on or about the 15th day of May and the 15th day of November, in each year, at which examination the Committee, or their delegates, shall mark the performances of each pupil upon lists to be furnished by the Principal and Teachers, after which promotions shall be made at the discretion of the Committee, upon consultation with the Teachers.

The Teachers shall attend at such times, and conduct the examination in such manner as shall be required by the Committee; the City Superintendent shall be present and take part in the examination. The School Officers of the various wards shall also be invited to be present.

§ 12. At the termination of the examinations, such members of the highest Class as shall have acquitted themselves to the satisfaction of the Committee, shall, by the Committee, be presented with a Diploma, signed by the Principal of the School and the members of the Committee, and having the seal of the Board of Education, attested by the President and Clerk, attached thereto.

§ 13. At the close of every quarter, reports of the several classes shall be made to the Executive Committee, specifying the number of times each pupil may have been present, absent or late, or may have left before the hour of dismissal, as well as his or her grade in each study, during the quarter. The grade shall be indicated by the Nos. 1, 2, 3, 4 and 5; 1 indicating the highest degree of proficiency, and 5 the lowest. These Reports, after being revised by the Committee, shall be transmitted to the Board of Education and to the School Officers of the several Wards. The pupils in each class shall be graded according to the marks received, on a scale of 5. All absentees excused by

the Committee, shall receive marks equal to their average marks of the quarter for the exercises not attended.

§ 14. The extent to which the various branches of instruction shall be carried in each class, shall be defined by the Committee, and no Teacher shall deviate from such course of study unless authorized by a vote of the Committee. No new study or new books shall be introduced into any of the Normal Schools, except by authority of the Executive Committee having the charge of the same.

§ 15. All cases of disorderly conduct, or inattention to duty, upon the part of the pupils in the Normal Schools, shall, at the discretion of the Principal, be reported to the Executive Committee, who shall, at their discretion, communicate the facts of the case in writing to the School Officers of the Ward in which the persons so reported may be employed. All insubordination or gross delinquencies shall be punished by the suspension of the offender—such suspension, with the duration thereof, to be declared by a majority of the Committee, who shall forthwith communicate the facts of the case to the Board of School Officers employing the person so suspended.

BY-LAWS

FOR THE GOVERNMENT OF THE DAILY NORMAL SCHOOL

§ 1. A Normal School for the education and training of those who are desirous of adopting the profession of teacher shall be held in the rooms of the building corner of Grand and Elm streets, to be designated for such purpose, on the usual school days, which shall be under the management of the Executive Committee on Normal Schools, under the direction of the Board of Education.

§ 2. A Principal, and as many assistants as may be necessary shall be appointed by the Board, to hold office during its pleasure, at salaries to be prescribed by the Board.

§ 3. The course of studies, discipline, and classes shall be the same as in the present Normal School, with such additions and modifications as shall from time to time be made.

§ 4. The Board of Trustees of each ward shall be empowered to nominate as pupils of such Normal School ten scholars from each Grammar School, who shall be entitled to receive a salary not to exceed twenty-five dollars a year, and who shall be subject to do temporary duty as teachers in such or other wards, when necessity shall arise for their employment.

§ 5. All persons, residents of the city of New York, of the age of 14 years and upwards if females, and 16 years and upwards if males, shall be admitted to the Day Normal School, if qualified, on subscribing a declaration that it is their intention, in good faith, to pursue the profession of teacher, after graduating, in the Common Schools of the city of New York.

§ 6. The qualifications required, shall be good moral character, sufficient physical competency to be able to teach, and ability to pass a good examination in such studies as are required for entering the Free Academy.

§ 7. Lectures on the art of teaching, shall be delivered under the direction of the Executive Committee.

§ 8. The Executive Committee on Normal Schools shall proceed immediately to report a plan for organization, and such further rules and regulations as may be necessary.

INSTRUCTORS.

FEMALE NORMAL SCHOOL.

LEONARD HAZLETINE—Principal.

Henry Kiddle,	Michael J. O'Donnell,
John H. Fanning,	Thomas F. Harrison,
David B. Scott,	Sarah Ann Bunker,
William Belden, junr.,	Susan Wright,
James H. Partridge,	Charlotte A. Purdy,
William H. Wood,	Cornelia Honeywell,
William Smeaton,	Jane Hinton.

George F. Bristow—Teacher of Music.

MALE NORMAL SCHOOL.

David Patterson, William H. Renek.

COLORED NORMAL SCHOOL.

John Peterson.

NAMES OF GRADUATES OF THE FEMALE NORMAL SCHOOL,

Who received their Diplomas on the 16th of June, 1854.

- | | |
|-----------------------|------------------------|
| Emily M. Appleton, | * Mary J. Patten, |
| Mary K. Acheson, | Caroline A. Powers, |
| Mary E. Adams, | Isabel Richards, |
| * Louisa C. Burke, | Amanda M. Roberts, |
| Sarah E. Conrad, | Louisa S. Rolfe, |
| * Sarah J. De Grove, | Mary M. Ryckman, |
| * Mary J. Dowlin, | Mary E. Savage, |
| Henrietta Dutch, | Lucy F. Scarborough, |
| Clara Edmonds, | Matilda Schmahl, |
| Ellen Hoyt, | Mary A. Simms, |
| Harriet N. Howland, | Mary Stevenson, |
| Rosina G. Hartman, | * Mary M. Smith, |
| Catharine Jollie, | Mary Turner, |
| Emily P. James, | Emma Turner, |
| Eliza F. Knapp, | Deborah E. Wainwright, |
| * Mary E. Marston, | Elizabeth Wilkinson, |
| * Margaretta Marston, | Ann A. Wood, |
| * Virginia Oakley, | Philinda Woodruff, |
| Emily Pell, | : Sarah E. Woodward. |
| Elizabeth A. Pope, | |

* Graduated in the Fall, but received their diplomas with the Spring graduates.

CATALOGUE OF PUPILS

IN THE FEMALE NORMAL SCHOOL, DECEMBER 31st, 1854.

CLASS A, (46.)

Appleton, Caroline H.	King, Elizabeth F.
Bailey, Josephine	King, Mary J.
Barton, Louisa	Kelly, Susan
Beach, Mary H.	Leal, Laura
Bell, Julia A.	Love, Sarah A.
Clark, Julia S.	McFarland, Agnes
Clark, Mary E.	McFarlane, Louisa
Cronen, Ellen	Mahan, Ellen
Curry, Mary B.	Mead, Mary J.
Davis, Emeline C.	Morgan, Helen G.
Davis, Catharine V.	Marston, Mary A.
Dayton, Anna A.	McGuire, Margaret
Flanigan, Mary	Miller, Sarah F.
Glover, Charlotte F.	Oakley, Isabel
Gutch, Frances A.	Scolari, Mary
Hannon, Eliza J.	Scofield, Augusta
Harriot, Elizabeth	Stewart, Sarah
Hope, Phebe A.	Shafford, Charlotte
Holbrook, Susan	Sweeny, Emma
Houseworth, Mary	Tibbetts, Margaret W.
Hoyt, Nancy E.	Thompson, Esther E.
Hull, Henrietta	Vannoy, Anna M.
Ketchum, Mary	Winter, Mary L.

CLASS B, FIRST DIVISION, (39.)

Cassidy, Catharine	Lennon, Mary J.
Crane, Sarah E.	McFarland, Martha
Davis, Emma	McCrea, Lizzie K.
Dunn, Anna E.	Martin, Abby B.
Eltinge, Elizabeth C.	Martin, Sarah J.
Edmonds, Amanda	Mahoney, Anna
Fagan, Catharine	Monell, Lavinia
Forbes, Catharine	Petrie, Jemima
Geer, Mary L.	Peck, Margaret J.
Gildersleeve, Mary J.	Peers, Sarah L.

Greig, Jeannette
 Hovey, Eliza J.
 Higgins, Mary E.
 Harden, Julia M.
 Hollingshead, Frances
 Inness, Elizabeth
 Jackson, Agnes
 Jacobus, Hannah E.
 Kohler, Maria F.
 Simms, Anna

Sill, Prudence
 Starr, Isabella
 Smith, Lydia A.
 Van Brunt, Harriet J.
 Veitch, Eliza
 Veitch, Isabella
 Warren, Elizabeth B.
 Willis, Mary L.
 Young, Jeannette

CLASS B, SECOND DIVISION (45.)

Burr, Eliza
 Connner, Sarah F.
 Cornell, Caroline
 Cornell, Margaret
 Corwin, Sarah A.
 Decker, Catharine J.
 Dornan, Sarah J.
 Dunbar, Sarah A.
 De Baun, Amelia
 Dyke, Eliza M.
 Erhardt, Antoinette
 Fisher, Sarah
 Falconer, Anna E.
 Hackett, Ellen M.
 Hallock, Amy E.
 Hogan, Honora D.
 Hoyt, Mary
 Hinton, Mary E.
 Hunter, Helen D.
 Kohler, Catharine
 King, Mary A.
 Knapp, Almira L.
 Lufberry, Charlotte

Lee, Maria S.
 McDaniels, Lucy
 Mahew, Phebe
 McMann, Augusta M.
 Marston, Amanda
 Mahew, Adaline
 Mosher, Nancy
 Mosher, Louisa
 McClure, Catharine
 McGrath, Eliza
 McKibben, Madeline
 Olson, Emeline
 Pullis, Jane
 Patten, Adaline
 Rogers, Rosamond
 Scudder, Emily
 Smith, Ellen
 Simonson, Harriet
 Sparling, Susan A.
 Taylor, Eleanor E.
 Tharp, Elizabeth
 Wilson, Jane S.

CLASS C, FIRST DIVISION, (55.)

Ammerman, Mary W.
 Blair, Marion
 Beekman, Josephine

Jackson, Sarah A.
 Johnson, Mary J.
 Knapp, Eliza K.

Board, Hetty L.
 Burgys, Mary F.
 Budd, Mary D.
 Buckbee, Sarah
 Cavannah, Kate H.
 Carroll, Mary E.
 Cunningham, Jane
 Coley, Sarah E.
 Dunham, Caroline V.
 Dore, Elizabeth A.
 Devereaux, Elizabeth
 Edmonds, Olivia
 Fleming, Jane
 Forbes, Henrietta
 Fitz, Berenice
 Hazard, Anna M.
 Hills, Emma J.
 Huthwaite, Amanda
 Hannah, Catharine
 Goodwin, Serena
 Gregory, Ellen
 George, Rebecca
 Irvine, Ellen D.
 Ingersoll, Sarah J.
 Johnson, Mary D.

Kearny, Alicia
 McCartney, Agnes
 McKosker, Mary
 Magilton, Margaret
 Miller, Margaret
 McKinney, Emily
 Magee, Eleanor
 Norris, Elizabeth C.
 Neville, Elvira E.
 Pierce, Maria F.
 Parker, Christianna
 Parr, Margaret J.
 Root, Clarrissa A.
 Rockwell, Cordelia
 Rice, Emily T.
 Spader, Maria L.
 Sloan, Susan E.
 Scarlett, Frances
 Searing, Josephine
 Timpson, Mary E.
 Topping, Mary J.
 Truss, Hannah E.
 Thurton, Elizabeth M. S.
 Worman, Clara

CLASS C, SECOND DIVISION, (57.)

Barnum, Margaret
 Barnes, Henrietta M.
 Burr, Alletta
 Birch, Eliza
 Brack, Maria
 Brick, Susan
 Cook, Julia A.
 Cook, Mary L.
 Crowel, Mary
 Cornell, Angelina
 Connolly, Catharine

Lawson, Stephania
 Mather, Margaret
 Moss, Ann E.
 Madden, Catharine
 Murray, Frances B.
 Morrison, Josephine
 Nicol, Fanny
 Norris, Amelia
 O'Donnell, Agnes
 O'Neil, Rose
 Palmer, Margaret H.

Conner, Catharine
 Clarke, Mary J.
 Caplin, Elizabeth
 Dornan, Margaret
 Delong, Harriet
 Dunbar, Caroline
 Griffin, Martha
 Garvie, Helen
 Hoag, Sarah E.
 Hutchings, Harriet
 Hunt, Jane E.
 Hart, Elizabeth
 Hitchcock, Emily
 Hammond, Mary H.
 Kane, Catharine
 Kinnard, Mary C.
 Kirtland, Harriet
 Kormorniskie, Phebe

Peck, Emily
 Ringwood, Catharine E.
 Rose, Harriet J.
 Robinson, Lucretia A.
 Smith, Sarah
 Shields, Sarah L.
 Turner, Martha J.
 Taft, Sarah M.
 Trainer, Mary E.
 Wakefield, Caroline
 Wilson, Sarah E.
 Wixon, Sarah F.
 Wood, Julia A.
 Weeks, Deborah
 Whiteside, Rosina
 Wood, Eliza
 Young, Ellen W.

CLASS D, FIRST DIVISION, (64.)

Allen, Mary
 Allen, Caroline Augusta
 Bird, Ellen E.
 Brooks, Phebe
 Bergen, Emma S.
 Birch, Caroline
 Bamman, Mary Ann
 Berrian, Sarah M.
 Bunker, Georgianna
 Butts, Amy
 Budd, Eliza C.
 Bartram, Sarah
 Clark, Anna A.
 Cunningham, Sarah A.
 Currier, Mary
 Delany, Catharine
 Donaldson, Harriet A.
 Donaldson, Mary J.

Jasper, Maria
 Keirsted, Giletta
 Lyon, Mary A.
 Lowrie, Rebecca
 McCauley, Susan
 Moriarty, Catharine
 Miller, Martha
 Miller, Irene B.
 Nunns, Mary
 O'Donnell, Agnes L.
 O'Leary, Mary
 Oelzner, Mary
 Pack, Anna
 Peterkin, Mary E.
 Read, Dora H.
 Rogers, Josephine
 Roome, Martinge
 Rhoades, Martha

Fitch, Mary E.
 Fletcher, Maria
 Findley, Mary I.
 Fick, Mary
 Flack, Lucretia
 Gallagher, Mary J.
 Graham, Emeline B.
 Gildersleve, Mary
 Hulbert, Caroline
 Haynes, Mary A.
 Hoyt, Emily C.
 Holly, Ellen F.
 Hemphil, Sarah J.
 Iles, Isabella

Ryan, Catharine
 Seaman, Martha J.
 Scanlin, Elizabeth
 Sweeny, Maria
 Smith, Elizabeth
 Sharp, Eliza K.
 Tompkins, Hannah M.
 Thompson, Helen
 Talbert, Mary
 Updyke, Maria S.
 Van Nostrand, Agnes
 Wixon, Anastasia
 Wheeler, Hannah M.
 Walsh, Susan V.

CLASS D, SECOND DIVISION, (62.)

Adler, Sophia
 Acheson, Sarah
 Budd, Harriet
 Blackburn, Sarah L.
 Bailey, Phebe
 Bertine, Sarah E.
 Brown, Georgianna
 Brush, Anna E.
 Buxton, Kate
 Bushman, Louisa
 Cole, Sarah
 Coleman, Fanny
 Clark, Mary H.
 Crocker, Elizabeth
 Canfield, Caroline
 Daly, Ellen P.
 Day, Frances S.
 Degraw, Mary F.
 Ewing, Mary
 Edison, Emily
 Ferguson, Henrietta
 Finley, Georgianna

Holton, Matilda
 Hindes, Harriet
 Hardy, Adalaide
 Hartman, Clarissa
 Jolly, Jane
 Jones, Sarah E.
 Knox, Rachel
 Kelly, Anna
 Miller, Mary H.
 McKoskar, Sarah E.
 McDougal, Elizabeth
 Michaels, Sarah
 Martin, Maria
 Marshall, Mary E.
 Marseilles, Margaret
 Moore, Sarah Ann
 Newman, Mary E.
 Phelan, Mary
 Perry, Catharine
 Perham, Phebe
 Robson, Mary J.
 Raywood, Sarah E.

Farless, Adaline
 Griffin, Kate
 Graves, Mary Z.
 Ganun, Sarah
 Hart, Cornelia
 Hume, Josephine
 Hunt, Elizabeth
 Houseworth, Mary J.
 Hobby, Louisa

Schriener, Adelia
 Scofield, Harriet E.
 Stainburn, Mary
 Smith, Frances E.
 Slater, Rebecca
 Willmot, Charlotte
 Wright, Abby A.
 Wright, Elizabeth B.
 Winchell, Ellen

CLASS D, THIRD DIVISION, (54.)

Anderson, Adaline
 Anderson, Mary J.
 Adee, Josephine
 Ahern, Ellen T.
 Ball, Sarah
 Bodine, Sarah A.
 Bossuet, Elizabeth
 Craw, Anna
 Davis, Mary J.
 Doyle, Margaret C.
 Ely, Marion
 Edwards, Emily J.
 Fitzgibbon, Catharine M.
 Fisher, Fanny
 Felt, Margaret
 Gordon, Mary
 Graham, Frances J.
 Green, Julia
 Hutchingson, Mary J.
 Harriot, Georgianna
 Hopper, Mary
 Hazeltine, Sarah H.
 Hopper, Sarah
 Harrison, Bridget M.
 Hulen, Victoria
 Inslee, Mary E.
 Kennelieu, Kate

McCaffrey, Margaret
 McLuskie, Jeanette
 McLean, Lizzie
 Michaels, Olivia
 Marston, Kate A.
 Molleson, Mary F.
 McNespie, Jane
 Northrop, Mary
 Nicholson, Elsie
 O'Connell, Lucy M.
 Orr, Josephine
 Payne, Sarah G.
 Palmer, Clementina
 Platt, Hester
 Probst, Caroline
 Raymond, Helena
 Reed, Catharine
 Scudder, Eliza B.
 Stephens, Frances E.
 St. John, Julia
 Soullard, Mary E.
 Simonson, Sarah
 Updyke, Mary E.
 Webb, Ella
 Walling, Mary A.
 Watkins, Ann E.
 Wilson, Elizabeth

CLASS D, FOURTH DIVISION, (39.)

Brower, Ann E.	Murray, Annie
Barrenpolil, Maria	Moore, Ann E.
Connett, Maria L.	Morgan, Catharine
Crane, Sarah J.	Meginley, Frances H. P.
Cowperthwaite, Eliza W.	Moss, Caroline
De Grove, Catharine	McGreggor, Jessie
Dugan, Christina	Moore, Fanny
Dougherty, Mary	O'Brien, Ellen
Egbert, Maria	Parmenter, Helena
Fairchild, Mary	Peters, Louisa Ida
Grafton, Emily	Seaman, Marietta
Graham, Victoria	Stopp, Matilda
Gordon, Catharine	Schriener, Anna M.
Hannah, Mary A.	Simms, Kate L.
Harwood, Cordelia	Smith, Lois A.
Hart, Pamela	Tompkins, Mary H.
Kenney, Kate	Vanderbilt, Sarah
Knight, Julia	Warren, Regenia
Lineback, Amelia	Warts, Jane E.
Lockwood, Harriet	

CLASS D, FIFTH DIVISION, (54.)

Ackerman, Maria	George, Sarah M.
Alberton, Catharine	Garthwait, Jane
Battle, Elizabeth	Gray, Phebe
Burnett, Catharine	Griffin, Rachel
Bisco, Deborah	Huff, Sarah E.
Baird, Jane	Harriot, Mary E.
Bartley, Alice	Hunter, Mary
Conery, Magdaline	Haff, Susan
Caldwell, Jane	Hamilton, Mary
Crapser, Victorine	Heybeck, Sarah
Cole, Louisa	Hickok, Mary
Connelly, Mary J.	Ingersoll, Mary E.
Danley, Almira J.	Ingersoll, Louisa
Dyer, Eliza	Messenger, Sarah

Davis, Cecelia B.
 Eddy, Hannah A.
 Eppes, Mary C.
 Faye, Elizabeth M.
 Farrell, Morgianna
 Fitch, Emma
 Foshour, Bridget
 Fohey, Mary
 Fields, Arabella
 Frazer, Mary M.
 Green, Eugenia
 Gallagher, Catharine
 Gordon, Sarah

Moulton, Lydia B.
 Meridith, Charlotte
 Palmer, Emma
 Rockfellow, Amelia
 Renville, Mary
 Swartz, Anna
 Squires, Mary E.
 Smith, Mary A.
 Scarlett, Julia
 Smith, Jane
 Wilson, Elizabeth
 Wright, Maria J.
 Warren, Anna E.

CLASS E, FIRST DIVISION, (37.)

Allen, Mary
 Blanchard, Elizabeth
 Banta, Mary C.
 Boak, Margaret
 Buckbee, Catharine
 Colston, Mary A.
 Condon, Isabella
 Clark, Catharine T.
 Crist, Sarah M.
 Dealing, Charity
 Edmonds, Emily
 Foggin, Harriet
 Gardner, Mary
 Goodenough, Emma
 Hollister, Anna C.
 Hopkins, Susan F.
 Irving, Amanda
 Irving, Maria K.
 Jewesson, Isabella

Lancaster, Joanna
 Linebeck, Anna
 M'Cullum, Emily
 Merriam, Mary J.
 Myers, Angeline, P.
 Pond, Julia A.
 Pettengill, Mary
 Robbins, Mary E.
 Requa, Fanny
 Robinson, Mary C.
 Smith, Catharine
 Toole, Joanna
 Traphagen, Ellen D.
 Turner, Hannah
 Totten, Marion
 Wilson, Anna K.
 Webb, Rebecca
 Young, Sarah

CLASS E, SECOND DIVISION, (33.)

Anderson, Eliza
 Brennan, Martha
 Baker, Caroline A.

Leggett, Anna M.
 Landon, Josephine
 Loss, Pauline L.

Bell, Mary
 Beebe, Ellen
 Brown, Susan
 Bemrose, Elizabeth
 Cavanagh, Emma
 Cassidy, Letitia
 Egbert, Kate
 George, Sarah M.
 Hawley, Harriet
 Hatch, Julia M.
 Ingraham, Sarah
 Jeffries, Ellen
 Johnson, Agnes E.
 Kirkpatrick, Mary

Myers, Elizabeth
 Miles, Anna
 M'Intosh, Catharine
 Noe, Esther,
 Potter, Ulyetta
 Spader, Julia
 Smith, Almira
 Venn, Mary J.
 Van Riper, Anna M.
 Wilson Eliza
 White, Margaret G.
 Westfall, Sarah,
 Williams, Agnes R.

CLASS E, THIRD DIVISION (31.)

Brown, Harriet J.
 Bergen, Margaret
 Burnett, Amanda
 Burnton, Alice
 Canary, Margaret
 Cronley, Rose
 Darlington, Anna
 Everitt, Cordelia
 Finnegan, Mary
 Green, Mary
 Goodwin, Mary F.
 Hayes, Anna L.
 Hammond, Mary E.
 Hacket, Catharine
 Kinnel, Elizabeth
 Moore, Mary E.

Miller, Mary A.
 Myers, Susan
 Martin, Rose
 Messenger, Joanna E.
 McGrath, Margaret
 McGuire, Virginia
 McLochlin, Eliza
 Madden, Ann
 Melich, Susan
 Perham, Mary
 Pettit, Emeline
 Quinn, Sarah C.
 Smith, Margaret
 Walters, Henrietta
 Walters, Phebe A.

CLASS E, FOURTH DIVISION, (32.)

Brass, Priscilla
 Bedell, Angeline
 Birmingham, Susan
 Connelly, Jane
 Curtis, Mary
 Duffy, Elizabeth

Lewis, Elizabeth
 Myers, Anna
 Mitchell, Catharine
 Morgan, Louisa
 Patterson, Rebecca
 Park, Elizabeth

Freeman, Eliza
 Freeman, Emma
 Geary, Eleanor M.
 Gellen, Barbara
 Goodwin, Anna
 Hoffmire, Sarah
 Hollenbeck, Mary
 House, Amanda M.
 Hawley, Frances
 Kown, Margaret

Skidmore, Emma
 Sommerson, Jane
 Shirky, Alice
 Smith, Olive
 Smith, Cornelia A.
 Snyder, Isabella H.
 Shields, Margaret
 Wasson, Elizabeth J.
 Watson, Harriet
 Wilson, Margaret

CATALOGUE OF PUPILS

IN THE MALE NORMAL SCHOOL, DECEMBER 31st, 1854.

CLASS A.

Jacob Fehrman,
 Sylvester Penfield,
 George W. Stewart,
 William Holder,
 George W. Harrison,

William Kennard,
 Nelson Bartram,
 William Jelliffe,
 Charles W. Morse.

CLASS B.

George Wicks,
 Thowas Sandford,
 Thomas Moore,
 Frederick Campbell,
 George W. Moore,
 Elbert A. Young,
 Jarvis Jennings,

William Raywood,
 Hugh O'Neil,
 Lewis Kolb,
 George W. Albro,
 Charles Simonton,
 Ezra Beach.

CLASS C.

Henry McCartia,
 L. T. Brown,
 Edgar Prineveau,
 George W. Leonard,
 Thomas Gibbons,

Abraham Van Riper,
 James Treanor,
 Marcus Burr,
 William H. Post,
 William H. Storrs.

CLASS D.

Joseph Wiley,
Edward Flynn,
Henry W. Smith,
William W. McCooles,

Oscar Hinchman,
John Slevin,
William Berry.

CLASS E.

Galen Thatcher,
Aug. B. Sage,

Frederick James,
Thomas Cody.

CATALOGUE OF PUPILS

IN THE COLORED NORMAL SCHOOLS, DECEMBER 31st, 1854.

CLASS D.

John H. Moore,
Albert J. Ewell,
Peter S. Ewell,

Elizabeth Jennings,
Charlotte Smith,
Ellen L. Treadwell.

CLASS E.

Peter H. Leveridge,
Maria L. Gosiah,
Caroline Hamilton,
Harriet Anderson,
Catharine E. Thompson,
Sarah Tompkins,
Elizabeth Spencer,

Catharine Harley,
Jemima Brown,
Belinda Duval,
Mary E. Tilgham,
Mary A. Griffin,
Mary F. Allen.
Margaret Roach.

SUMMARY.

FEMALE NORMAL SCHOOL.

Class A,.....	46
“ B, 1st Division,.....	39
“ B, 2d “	45
“ C, 1st “	55
“ C, 2d “	57
“ D, 1st “	64
“ D, 2d “	62
“ D, 3d “	54
“ D, 4th “	39
“ D, 5th “	54
“ E, 1st “	37
“ E, 2d “	33
“ E, 3d “	31
“ E, 4th “	32
	— 648

Number on register at the beginning of the
year..... 455
Admitted during the year..... 367

822

Discharged, including 31 graduates..... 174

Leaving on register December 31st, 1854..... 648

MALE NORMAL SCHOOL.

Class A,.....	9
“ B,.....	13
“ C,.....	10
“ D,.....	7
“ E,.....	4
	— 43

Number on register at the beginning of the year,.....	21	
Admitted during the year,.....	33	
	<hr/>	
	54	
Discharged,.....	11	
	<hr/>	
Leaving on register, December 31, 1854,.....	43	<hr/>

COLORED NORMAL SCHOOL.

Class D,.....	6	
“ E,.....	14	
	<hr/>	
	20	

Number on register at the beginning of the year,.....	16	
Admitted during the year,.....	5	
	<hr/>	
	21	
Discharged,.....	1	
	<hr/>	
Leaving on register, December 31, 1854,.....	20	<hr/>

Schedule

*Showing the amount paid on account of the Normal Schools
from January 1 to December 31, 1854.*

NORMAL SCHOOLS in account with the CITY CHAMBERLAIN.

DR.

To balance January 1, 1854,	\$ 19 49
“ appropriation by the Board of Education,	5,000 00
	\$5,019 49

CR.

By amount paid	
For Teacher's Salaries,	\$3,854 11
“ Books,	83 44
“ Janitors' Wages,	45 00
“ Printing,	98 75
“ Expenses of Examination,	47 32
“ Piano Forte,	253 00
“ Incidental Expenses,	12 88
	\$4,394 50
Balance,	\$624 99
Value of Books and Supplies received from the	
Depository,	\$2,233 99
Current Expenses as above,	4,394 50
Total Expenses of the Normal Schools,	\$6,628 49

REPORT

ON

THE FREE ACADEMY

REPORT.

To the Common Council of the City of New York, and to the Board of Regents of the University of the State of New York :

IN pursuance of the seventh subdivision of the third section of the "Act to amend, consolidate, and reduce to one act, the various acts relative to the Common Schools of the City of New York," passed July 3, 1851, the Board of Education make this, their Sixth Annual Report, showing the operations and condition of the Free Academy of the City of New York.

The condition of the Free Academy on the thirty-first day of December, 1854, in respect to the several subject-matters required to be reported on by them, was as follows :—

I. GROUND FOR ACADEMY BUILDINGS.

Present value	\$37,810
Paid for original lot	\$25,000
Paid for additional grounds during 1854,	12,810
	<hr/>
	\$37,810

II. ACADEMY BUILDINGS.

Paid for Building Academy	\$48,000 00
" " Alterations and repairs, and permanent fitting up, as per last Report,	23,708 90
" " Repairs and improvements, 1854,	1,962 72
	<hr/>
	\$73,671 62

It has no other real estate.

	Vo's.
Mechanics' Magazine,	2
Adcock's Engineers' Pocket-Book for 1854,	1
Pasley on Limes and Cements,	1
Thonot's Perspective,	1
Minard's Course of Construction,	2
Nichol's History of the Royal Navy,	2
Bouchette's Topography of Canada,	1
Narrain on Astronomy,	1
The Ship—its Origin, &c. (Steinit's),	1
Combe's Exploration of Mines,	4
Prichard,	5
Somerville's Physical Geography,	2
McGreggor's Commercial Statistics,	5
“ Progress of America,	2
Heeren's Historical Works,	6
The Naturalist's Library,	40
Horne's Critical Study of the Bible,	5
Joclyn's Forest-Trees,	2
Huber's English Universities,	3
Walton's Angler,	1
Stackhouse's History of the Bible,	3
Taylor on the Fine Arts in England,	2
De Foe's Works,	20
Walker's Exercises for Young Men,	1
Wilkinson's Ancient Egypt,	6
“ Engines of War,	1
Russell's Polynesia,	1
Pinkerton's Ancient and Modern Medals and Coins,	2
Godwin's Lives of the Necromancers,	1
Mitchell's Interior of New South Wales,	2
Bowring's Specimen of Russian Poetry,	1
Franklin's Voyages and Journeys,	2
Richardson's Search of Sir John Franklin,	2
Park's Travels in Africa,	2
Denham's and Clapperton's Travels in Africa,	2
Callier's Travels in the Interior of Africa,	2
Cook's Voyages,	9
Pallas' Travels in Russia,	2
Scoresby's Northern Voyages and Whale Fishery,	2
Burkhardt's Travels in Arabia, Nubia and Syria,	4
Erman's Travels in Siberia,	2

	Vols.
Ross' Voyages (with appendix),	3
Burke's Visits to St. Petersburg and Moscow,	2
Richardson's Travels in the South Desert,	2
Raffle's Java,	3
Rennell's Geography of Herodotus,	2
Taylor's History of Dublin University,	1
McAdam on Road Making,	1
Wallace on the age of the Earth,	1
Malthus' Principles of Population,	2
De Morgan on Probabilities,	1
Tooke's History of Prices,	4
Hotchkinson's Experiments on Building Materials,	2
Crabbe's Technological Dictionary,	2
Hayden's Dictionary of Dates,	1
Herschel's Physical Astronomy,	1
Somerville's Mechanism of the Heavens,	1
Muller's Physics,	1
Quicket on the Microscope,	1
The Great Exhibition and London in 1851 (Lardner),	1
Lardner's Arithmetic,	1
Arnot's Elements of Physics,	2
Babbage on the Decline of Science in England,	1
Year Book of Facts in Science and Art,	12
Young's Lectures on Natural Philosophy,	2
Woodcroft's Origin and Progress of Steam Navigation,	1
Turner's Anglo-Saxons and History of England,	12
Monboddo's Origin of Language,	6
Harris' Hermes,	1
Murray's History of the European Languages,	2
Philosophical Transactions of the Royal Society to 1849,	118
Rask's Anglo-Saxon Grammar,	1
Euripides (Mattheæ),	8
Lucian (Lehmann),	9
Longinus (Weiske),	1
Aristophanes (Bekker),	5
Virgil (Heyne),	4
Juvenal (Rupert),	2
Mattheæ Greek Grammar,	2
Coleridge's Study of the Greek Classic Poets,	1
Leake's Travels in Morea,	3
Thiers' Consulate and Empire (French),	12

	Vols.
Condillac Œuvres,	23
Capefigue "	4
Rabelais' "	2
Massillon's "	3
Bourdaloue's "	6
Voltaire's "	71
Lamartine's "	10
Biographie Universelle (with supplements),	83
Calderon's Obras,	4
Lope de Vega's Obras,	21
Knight's Pictorial Gallery of Art,	2
Awards of Jurors of Great Exhibition in 1851,	1
Townley's and Elgin Galleries,	4
Allison on Population,	2
Brougham on Colonial Policy,	2
Carey's Political Economy,	1
Smith's Wealth of Nations,	1
Vethake's Political Economy,	1
Beattie's Elements of Moral Science,	2
Good's Book of Nature,	3
Hobbe's English Works,	11
Hobbe's Latin Works,	5
Hume's Essays,	2
Malebranche's Search after Truth,	1
Southey's Colloquies,	2
Watts' Logic,	1
De Lolme's Constitution of England,	1
Machiavelli's Works,	1
Sir Thomas Moore's Utopia,	2
Loudon's Gardening,	1
Brougham's Political Philosophy,	3
De Morgan on Chances,	1

 1117

The original cost of the Library cannot be stated with precision, as many of the books were donated to the Academy by private munificence. But a reference is made to the last Report for its estimated value.

Paid for Library books (as per last Report), \$4,381 92

" " " since date of last Report, ... 1,984 83

The Library contains about 4617 volumes, and eight thousand five hundred text-books and books of reference.

IV. APPARATUS, FINE ARTS, &c.

Philosophical, Mathematical and Mechanical.

The remark made in reference to the original cost of the Library is also applicable to the original cost of the Apparatus. The amount, however, paid from the City Treasury for Apparatus, is \$6,500.

There have been added to the Apparatus during the past year, the following, viz. :—

Halsted's Apparatus for the pressure of liquids.

Apparatus for body immersed in a liquid.

Pulley with concentric grooves.

Apparatus for showing that the part of a pulley enveloped by the cord can be less or greater.

Achromatic Microscope.

The Apparatus above named cost. \$752 73

Estimated value of Apparatus, *seven thousand two hundred and fifty two dollars and seventy-three cents.*

The department of Natural History contains about three thousand specimens, viz. :—

In Conchology,	500
“ Mineralogy,	2,200
“ Geology,	300

besides Skeletons, Manikins, &c.

List of Physical Apparatus added to the Collection in the Free Academy during the year 1854.

1. Rubinkorff's apparatus for induction.
2. Bunsen's battery of 50 pairs.
3. Apparatus for fixing the electric light.
4. Smees' battery of 4 pairs.
5. Apparatus for circular polarization of light.
6. Lamp for optical experiments, and box for the same.
7. Goniometer of Charles and Malus.
8. Wiede's apparatus for absorption.
9. Ring and ball for expansion of heat.
10. 2 bulb tubes for expansion of gases.
11. 2 “ “ “ “ “ liquids.
12. 1 Pyrometer.
13. Mounted diaphragm.
14. Barton's button.

Laboratory.

The Laboratory is well provided with the necessary apparatus of glass and porcelain, while the Professor of Chemistry is constantly making additions to an extensive suite of chemical preparations. The Physical Cabinet is large, and contains most of the best French and German instruments, imported expressly for the Academy. All the apparatus necessary for the experimental illustration of the phenomena of Light, Heat, Electricity, and Magnetism, is contained in the collection.

The Fine Arts.

It is believed that the collection belonging to the Academy far surpasses any other collection in the country, in its completeness and suitability for the study of Ornament and the general purposes of the student. A classified list is here given:—

- 1st. *Casts of the Elgin Marbles*, presented by Charles M. Leupp, Esq., "Theseus," "Illisus," "Colossal Head of the Horse" from pediment of Parthenon, "Metopes and Frieze of the Parthenon," "Colossal Caryatides," &c.
- 2d. *Casts for the Study of the Antique*, from Florence, the Vatican, and the Louvre.
 1. *Figure*.—"Belvedere Hercules," "Minerva," Torso of the "Laocoon," Torso of "Venus of Milo."
 2. *Alto and Basso Relievo*.—"Victory," "Alcibiades and Aspasia," "Dancers," "Chimera bearing Rome," "Bacchante and Dionyssian Bull," "Bacchus and Ariadne," "Fawn and Panther," "Chariot Race."
 3. *Busts*.—"Diogenes," "Pericles," "Venus of Arles," "Venus of Milo," "Townley Muse," "Plato," "Farnese Hercules," Colossal "Jupiter," "Homer."
 4. *Masks*.—"Aristides," "Sleeping Fawn," "Apollo Belvidere," "Venus of Cnidus," "Dante," "Alexander," "Fawn of the Capitol," &c.
- 3d. *Examples of M. Angelo and Cellini*.—Figure from the Tomb of Lorenzo de Medici, Mask and Arm of Slave, Dog's Head.
- 4th. *Casts from Nature*.—Masks from Henri Quatre, Torso of a Man, Hands, Right Arm of a Man.

5th. *Extremities*.—Leg from Statue of “Silenus,” Leg of Statue of Germanicus, Thigh of the “Laocoon,” Colossal Hand from Statue of “St. Peter,” Arm of “Milo.”

6th. *Pompeiiian Frescoes*, models from paintings in the houses of Pompeii.

7th. *Architectural Studies*.

1. *The Five Orders of Architecture*.—Small Models.

2. *Friezes*.—Architrave of Temple of “Jupiter Stator,” Frieze with Panthers from the “Ecole des Beaux Arts,” Frieze from the Tomb of Henry VII.

3. *Mouldings*.—Talons of the Architrave and Entablature of the Temple of “Jupiter Stator,” Torus from that of “Minerva Polias,” Ornamental oves, &c.

4. *Byzantine Architecture*.—Capital of Column at Bonn, Column from St. Denis, Capital from Abbey of Bennefeld, Mounting Post, &c.

5. *Gothic Architecture*.—“Rosette Frieze,” Jamb from “Ecole des Beaux Arts,” Pilaster with Monk, Antæ from Notre Dame, Mouldings from Westminster, Gothic Panels from wood-carving, “Ojees,” &c., &c.

6. *Renaissance*.—Parts of a Pilaster. Second part of the same with Capitol, &c.

8th. *Study of Ornament*.—Reverse of Leaf, Minerva upon Scroll, Vine Mounting, Fragment of Foliage, Leaf from base of Column of Trajan, Ornamental Column, Ornamented Base.

V. TITLE TO PROPERTY, INCUMBRANCE, &c.

The said property is free from all incumbrances.

VI. OTHER ACADEMIC PROPERTY.

There is no other property belonging to the Academy than the lot, building, library and apparatus above described, except fuel, stationery and furniture, partly worn, the present value of which cannot be stated with certainty.

VII. DEBT.

The Academy is free from debt.

VIII. BOOKS AND APPARATUS COMPARED WITH CATALOGUES, &c.

All the books and articles of apparatus possessed by the Academy, have, during the year ending on the date of this Report, been, by or under the direction of the Board, carefully examined and compared with the original catalogues or inventories of the books and apparatus belonging to the Academy; and on such examination and comparison, all the books and apparatus belonging to the Academy, and which ought to be in its possession, were duly found to be in such possession, in good order and condition.

IX. SUMMARY STATEMENT.

Total value of Academic property above described is as follows, viz.:	
Present value of Academy lot, buildings and furniture,	\$111,481 62
Present value of Library, consisting of four thousand six hundred and twenty-five volumes (estimated),	6,366 75
Present value of Philosophical Apparatus (estimated),	7,252 72
Estimated value of Text-Books,	9,000 00
Estimated value of Casts, Models, &c.,	1,500 00
Estimated value of Cabinet of Natural History,	1,500 00
	<hr/>
	\$137,101 09

X. ANNUAL REVENUE FOR THE YEAR ENDING ON THE 31ST DAY OF
DECEMBER, 1854.

Balance of cash on hand as per Report of January 1, 1854,	\$1,978 55
Amount appropriated by the Board of Education during said year for the support and maintenance of the Academy, and paid out of the City Treasury,	33,925 29
Amount appropriated by said Board during said year for furniture, apparatus, and repairs of the Academy, and paid out of the City Treasury,	2,000 00
Amount received during said year from the Regents of the University, being the annual apportionment of the in- come of the literature fund,	852 22
Amount of text-books and stationery received from deposi- tory of the said Board,	2,675 29
	<hr/>
Total,	\$41,431 35

XI. ANNUAL EXPENDITURES FOR THE YEAR ENDING DECEMBER 31ST,
1854.

Amount paid by the Board of Education on account of the Free Academy for the said year, viz. :—

For Salaries of Teachers and Officers,	\$29,685 23
“ Repairs and improvements of the Academy buildings and grounds,	1,962 72
“ Apparatus,	752 73
“ Library Books,	1,984 83
“ Text Books and Stationery,	2,675 29
“ Rebinding books,	314 85
“ Printing,	1,200 65
“ Fuel,	1,374 53
“ Chemicals,	74 56
“ Lighting,	34 50
“ Advertising,	45 50
“ Expenses at Commencement and Examinations,	396 50
“ Medals,	82 00
“ Engraving,	217 00
“ Supplies and incidental expenses,	265 21
	<hr/>
	\$41,066 10
Balance in hand,	365 25
	<hr/>
Total,	\$41,431 35

XII. REVENUE AND EXPENDITURES FOR THE YEAR ENDING ON THE SAID
31ST DAY OF DECEMBER, 1854.

Revenue Received.

Amount of Revenue received during said year from the following sources, viz. :—

From appropriations made by the Board of Education,	\$38,600 58
From the Regents of the University, for the last appropriation from the literature fund,	852 22
Balance on hand at date of last Report, January 1, 1854,	1,978 55
	<hr/>
Total,	\$41,431 35

Expenditures Incurred.

Amount paid on liabilities incurred during said year on the following account, viz. :—

For Salaries or Compensation to Teachers and Officers, \$29,685,23

“ Repairs and improvements of Free Academy building and grounds,	1,962 72
“ Purchase of Text-Books, Apparatus, and Stationery,	3,428 02
“ Library Books	1,984 83
“ Binding Books	314 85
“ Fuel, and all other incidental expenses incurred during said year,	3,690 45

Total,	\$41,066 10
------------------	-------------

Balance,	365 25
--------------------	--------

\$41,431 35

XIII.—MONEY RECEIVED FROM THE LITERATURE FUND.

The money received from the Literature Fund for the last year, as stated in the preceding part of this Report, under the head of Revenue, together with all balances of such moneys received in former years, and suffered to remain on hand, unexpended, are accounted for as follows, viz. :—

Balance on hand, unexpended, received from the Regents of the University,	\$1,158 86
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Received from the Regents of the University, May 22, 1854,	852 22
--	--------

\$2,011 08

Expended for Library Books,	\$781 37
---------------------------------------	----------

Books have been received at the Academy, the invoices of which amount to \$1,218 46, which have not been examined, and the money not yet paid; the amount, however, should be included here, in order to show the total expenses for the year ending at the date of this Report,

1,218 46—\$1,999 83

Balance to be expended for Library Books, . . . \$11 25

XIV. MONEY RAISED AND GRANTED FOR THE PURCHASE OF BOOKS AND APPARATUS.

None, except as before mentioned.

XV. DEPARTMENTS.

The departments of instruction established and in practical operation in the Academy are :—

Moral, Intellectual, and Political Philosophy.
 Latin and Greek Languages and Literature.
 Chemistry and Physics.
 Mathematics.
 Natural Philosophy.
 Civil Engineering.
 History and Belles-Lettres.
 English Language and Literature.
 Drawing, and the Arts of Design.
 French Language and Literature.
 Spanish Language and Literature.
 German Language and Literature.
 Natural History, Anatomy, Physiology, and Hygiene.
 Descriptive Geometry, and Industrial Drawing.

XVI. TEACHERS.

The whole number of Teachers employed in said Academy on the said thirty-first day of December, 1854, was twenty-two.

NAMES OF INSTRUCTORS EMPLOYED IN THE ACADEMY, AND COMPEN-
SATION PAID TO EACH.

NAMES.	Present Annual Compen- sation.	Paid during past year.
Horace Webster, LL.D., President of the Faculty, and Professor of Moral, Intellectual, and Political Philosophy,	\$3000	3000
John Jason Owen, D.D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature.	2500	2500
Wolcott Gibbs, M.D., Professor of Chemistry and Physics,	2000	2000
Gerardus Beekman Docharty, LL.D., Professor of Mathematics, and Secretary of the Faculty,	2000	2000
John Augustus Nichols, A.M., Professor of Natural Philosophy,	1750	1750
Joel Tyler Benedict, A.M., Professor of Civil Engineer- ing,	1750	1750
Charles Edward Anthon, A.M., Professor of History and Belles Lettres,	1750	1750
John Graeff Barton, A.M., Professor of the English Language and Literature, and Librarian,	2000	2000
Paul Peter Duggan, N.A., Professor of Drawing and the Arts of Design,	1000	1000
Jean Roemer, A.M., Professor of the French Lan- guage and Literature,	1500	1500
Augustin José Morales, Professor of the Spanish Language and Literature,	700	700
Theodor Gustav Glaubensklee, Professor of the Ger- man Language and Literature,	350	350

NAMES.	Present Annual Compensation.	Paid during past year.
Robert Ogden Doremus, M.D., Professor of Natural History, Anatomy, Physiology, and Hygiene,	\$700	700
Herman Joseph Aloys Koerner, Ph.D., Professor of Descriptive Geometry and Industrial Drawing,	1000	1000
George Washington Huntsman, A.M., Tutor in the department of Intellectual, Moral, and Political Philosophy,	1000	1000
Joseph Howard Palmer, A.M., Tutor in the department of Mathematics,	1000	1000
William Beinhauer Silber, A.M., Tutor in the department of the Latin and Greek Languages and Literature,	1000	1000
Benjamin Arad Sheldon, A.B., Tutor in the department of Mathematics,	1000	842 74
Robert Blenkiron, A.M., Tutor in the department of English Language and Literature,	1000	682 78
Alfred Compton, A.B., Tutor in the department of Mathematics,	600	441 67
John Hardy, A.B., Tutor in the department of the Latin and Greek Languages and Literature,	600	441 66
Hector Mudry, I. U. D., Tutor in the department of the French Language and Literature,	600	101 37
In addition to the above, there was employed during a part of the year :		
John Augustus Hows, A.B., Tutor in the department of History and Belles-Lettres (resigned April, 1854),	600	150 00

XVII. SUBJECTS OF STUDY PURSUED, AND CLASS OR TEXT-BOOKS USED.

The subjects of study pursued in said Academy, during the said year, including classical and all others, with the class or text-books, and books of reference, used on each subject or study, were as follows :

1. *Department of Moral, Intellectual, and Political Philosophy.*

Moral Philosophy,	Wayland's Moral Science.
“	Butler's Analogy.
Intellectual Philosophy,	Mahan's Intellectual Philosophy.
Logic,	Whately's Logic.
Political Philosophy,	Hart's Constitution of the U. S.
Law,	Kent's Laws of Nations.

2. *Department of Ancient Languages.*

Greek Language (Grammar),	Sophocles' Greek Grammar.
Dictionaries,	Liddell and Scott, and Pickering.
Reading Books,	Sophocles' Greek Lessons.
“	Owen's Greek Reader.
“	“ Xenophon.
“	“ Homer's Iliad.
“	“ Thucydides.
“	Plato.
“	Greek Drama.
“	Crosby's Œdipus Tyrannus.
Latin Language (Grammar),	{ Andrews and Stoddard's Latin
	{ Grammar.
Dictionaries,	Leverett's and Ainsworth's.
Reading Books,	Andrews' Latin Reader.
“	“ Sallust.
“	Spencer's Cæsar's Commentaries.
“	Schmidt's Virgil.
“	Anthon's Latin Prose Composition.
“	Johnson's Cicero's Orations.
“	Lincoln's Livy.
“	Anthon's Horace.
“	“ Latin Versification.

3. *Department of English Language.*

Dictionaries,	Worcester's Dictionary.
“	Reid's Etymological Dictionary.

Synonymes,	Graham's Synonymes.
Grammar,	General Principles of Grammar.
“	Fowler's English Grammar.
Outlines of Literature,	Shaw's English Literature.
Compendium of Literature,	{ Cleveland's Compendium of English Literature.

4. *Department of Modern Languages.*

FRENCH LANGUAGE (Grammar),	Pinney and Badois' Grammar.
Grammar,	Noël and Chapsal's “
Reading Books,	Roemer's Elementary Reader.
“	“ Second French Reader.
Dictionaries,	Spier's and Surenne's.
Reading Book,	Bolmar's Perrin's Fables.
Exercises,	Choquet's Conversations.
Pronunciation,	Vannier's Pronunciation.
Reading Book,	Green's First Lessons.
“	Roemer's French Idioms.
“	Molière, Racine.
Dictionary,	Dictionnaire de l'Académie.
SPANISH LANGUAGE (Grammar),	Ollendorff's Grammar.
“	Sales' Spanish “
Dictionary,	Neuman and Barretti's.
Reading Book,	Colmena Española.
“	Ascargorta's History.
“	Velasquez's Phrase-Book.
“	Pizarro's “ “
“	Masdue's Arte Poetica.
“	Samaniego's Fables.
“	Moratin's Comedies.
“	Iriarte's Fables.
“	Quintana's Lives.
GERMAN LANGUAGE (Grammar),	Woodbury's Grammar.
“	German Exercises.
Reading Book,	Oltrogge's Lesebuch.
“	Benedix Lustspiele.
“	Schiller's Marie Stuart.
“	Flaxman's Dialogues.
Dictionary,	Elwell's.

5. *Department of History and Belles-Lettres.*

History,	Weber's Universal History.
“	Taylor's Manual of Ancient History.
Antiquities,	{ Anthon's Greek and Roman Anti- quities.
Geography,	
Rhetoric,	{ Anthon's Ancient and Mediæval Geography.
“	
Oratory,	Day's Rhetoric.
Elocution,	Campbell's Rhetoric.
“	Marshall's Oratory.
Atlas,	How's Elocutionist.
	Bronson's Elocution.
	Mitchell's Ancient and Modern Atlas,

6. *Department of Mathematics and Natural Philosophy, and their Application.*

Algebra,	Docharty's.
Geometry (Plane),	Davies' Legendre.
Geometry (Analytical),	Davies.
Geometry (Differential Calculus),	“
Geometry (Integral Calculus),	“
Trigonometry,	“
Surveying,	“
Astronomy,	Norton.
Engineering (Civil),	Mahan.
Logarithms,	Loomis.
Mechanics of Solids,	Bartlett.
Mechanics of Fluids,	“
Natural Philosophy,	Bird.
Optics,	Bartlett.
Acoustics,	“
Levelling and Railroad Curvature,	
Topographical Drawing,	
Metallurgy and Mining,	
Strength of Materials,	
Field Exercises.	
Perspective, Shades and Shadows, From Manuscripts.	
Geometry (Descriptive),	Davies.
Drawing and Fine Arts,	From Models, &c.
Navigation,	Davies.

7. *Department of Natural Sciences.*

Anatomy,	Lectures from Manikins, &c.
Chemistry (Principles of),	Renwick.
Chemistry,	Liebig and Fowne's.
Introduction to Sciences,	Chambers.
Natural History,	{ Schoedler's and Medlock's Book of Nature.
Physical Geography,	
Geology,	Somerville.
Mineralogy,	Lyell.
Physiology,	Dana.
"	Carpenter.
	Lambert.

Lectures are delivered once a week to the Freshman Class, on popular applications of Chemistry. There are frequent exercises in Composition and Declamation. Weekly Lectures are also delivered to the same class, in the Department of Natural Sciences.

Lectures on Popular Chemistry and the Natural Sciences are delivered weekly to the Sophomore Class. Frequent exercises in Composition and Oratory are also required.

Lectures on the Fine Arts, their history and application to manufactures and to decoration, are delivered to the Junior Class (first term). Themes and Forensic Discussions, and Original Declamations, are required as regular exercises from the Class; and in the second term, Lectures are delivered on popular applications of Natural Philosophy.

The first term of the Senior, Lectures are delivered on Ancient and Modern Inventions, and the second term, weekly Lectures on the most celebrated Constructions of Ancient and Modern Times; also, original Compositions and Declamations.

Lectures are also delivered, during the Academic year, on the Laws of Nations and the Constitution of the United States; Intellectual and Moral Philosophy; on the Formation and Structure of the Greek and Latin Languages; on the History of the English Language and Literature; on the History and Formation of the French Language.

XVIII. NUMBER OF STUDENTS.

(A.) The whole number of students (including classical and all others) belonging to the Academy, on the said thirty-first day of December, 1854, was three hundred and seventy-six.

(B.) The whole number of students (including classical and all others) that have been taught in the Academy during the year ending on the said thirty-first of December, 1854, was five hundred and thirty-seven.

(C.) The number of students belonging to the Academy, on the said thirty-first day of December, 1854, or who belonged to it during part of the year ending on that day, and who are claimed by the Board to have pursued for four months of said year, or upwards, classical studies, or the higher branches of an English education, or both, according to the true intent and meaning of the ordinance of the Regents, of the 20th October, 1853, was four hundred and seventy.

A schedule of the names, ages and studies of the said students so claimed by the said Board to have pursued classical studies, or the higher branches of English education, or both, is hereto annexed, duly verified by oath, as required by the law of the State and the ordinance of the Regents.

XIX. PRICES OR RATES OF TUITION.

No charge is made for tuition in the Academy.

XX. ACADEMIC TERMS, VACATIONS, ETC.

The Academic year is divided into two terms, the first commencing on the first Wednesday in September, and ending the Friday preceding the first Monday of February; the second, commencing at the end of the first examination (which continues eight days), and ends on the Tuesday before the fourth Wednesday of July in each year, on which day the Annual Commencement takes place. There are three vacations during the year—the Summer Vacation, from commencement, six weeks; the Winter Vacation, from the 25th day of December to the 1st day of January, inclusive; and the Spring Vacation, from the last day of April, inclusive, one week. Two Examinations occur during the Academic year. The first (for advancement) commences on the first Monday of February, and continues eight days; the second (for advancement) commences on the fourth Monday before commencement, and continues eight days, at the end of which time candidates for admission are examined.

XXI. PRICES OF BOARD.

Students do not reside in the Academy; they reside with their parents or guardians.

XXII. "NATURAL HISTORY OF NEW YORK."

The "Natural History of New York," in fifteen volumes, has been obtained for the Academy, pursuant to provisions of law, from the Secretary of State. It continues, up to the date of this Report, to be the property of the Academy, and is now in its Library.

XXIII. PHYSICAL EDUCATION.

The departments of instruction remain the same as at the date of last Report. A change, however, has been made in the Corps of Instructors, by decreasing the number in the department of History and Belles-Lettres, and making an addition in the department of the French Language and Literature.

The examination of the students is conducted in pursuance of Rule XXXVII. It is believed that this mode of examination tests the capacity of the student in a far greater degree than by oral examination exclusively; and although it has been in operation but a short time, no desire for a change, or the adoption again of the oral system, has been manifested. The same arguments urged in the last Annual Report in favor of the present system are still considered conclusive, and are referred to as containing the views of the Board on that subject.

The Examination Papers are given in the appendix to this Report.

The admission of candidates takes place but once in the Academic year, and not semi-annually as heretofore; but by a rule adopted since the date of the last Report, candidates may be admitted at either of the regular examinations, to any of the classes, provided they comply with the terms for admission as to attendance at the common schools, proper age, shall pass the proper examination in the requisites for admission, and an examination, also, satisfactory to the Faculty, in the previous studies of the class or departments to which they wish to be admitted.

Since the last Report the application which was made to the Regents to allow the Free Academy to confer the usual Academic degrees upon its graduates as are enjoyed by collegiate institutions in other parts of the State, has been granted; thus, while the Academy affords her sons all the privileges and facilities for a sound and liberal education possessed by any of its sister institutions, it will also confer upon them the same honors and advantages. In pursuance of the privilege thus conferred upon the Academy, the names by which the different classes were designated have been altered; and, instead of being named as heretofore A, B, C, D, and E, respectively, they are called Senior, Junior,

Sophomore, Freshman, and Introductory, as being more in conformity with the character of the Institution.

The examination of students, February 1854, was conducted in accordance with the rule recently adopted (and to which reference has been made), and the following is the result :

Class A consisted of 24 students, of whom all were advanced.

Class B consisted of 42 students, of whom all were advanced.

Class C consisted of 43 students, of whom all were advanced.

Class D consisted of 66 students, of whom all were advanced.

Class E consisted of 174 students, of whom all were advanced.

The examination of students for advancement in July, was conducted in the same manner as the previous examination, and the following is the result :

Senior Class (formerly A) consisted of 22 students, of whom all were graduated.

Junior Class (B) consisted of 36 students, of whom 35 were advanced, and 1 turned back.

Sophomore Class (C) consisted of 36 students, of whom 35 were advanced, and 1 turned back.

Freshman Class (D) consisted of 50 students, of whom 46 were advanced, and 4 turned back.

Introductory Class (E) consisted of 131 students, of whom 64 were advanced, and 67 turned back.

Schedule I., shows those admitted and rejected from each school, at each examination.

Schedule II., is a list of the names of the students admitted to the Introductory Class in July, 1854; their respective ages; the time in Public Schools, and the name and occupation of their parents and guardians, are given herewith.

Schedule III., shows the whole number admitted and rejected, with the choice of ancient or modern languages, at every examination.

SCHEDULE I.

Showing the Number of Candidates Admitted and Rejected from each School, from February, 1849, to July, 1854, inclusive, as the Schools are numbered and now designated.

SCHOOL NO.	1849.				1850.				1851.				1852.				1853.		1854.		Total.	
	Feb.		July.		Feb.		July.		Jan.		July.		Jan.		July.		July.		July.			
	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.		
1	1	1	0	0	3	1	3	2	1	1	2	0	0	0	5	0	0	0	0	15	5	
2	3	7	1	4	1	4	2	1	0	0	1	5	2	0	0	6	2	0	2	14	27	
3	3	3	3	6	0	0	2	0	1	4	2	0	0	7	2	1	0	0	0	13	21	
4	2	0	1	1	0	0	1	0	0	0	2	1	0	0	0	0	0	0	0	6	2	
5	3	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	5	
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
7	12	3	1	5	1	0	3	0	0	5	3	0	11	3	4	9	9	0	0	44	25	
8	7	13	6	3	2	13	6	3	10	9	3	2	1	3	0	1	1	1	2	38	48	
9	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
10	2	3	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	3	5	7	
11	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
12	1	0	0	0	0	2	0	1	1	2	3	0	0	4	0	0	0	0	2	7	9	
13	2	6	1	0	1	1	0	0	0	0	0	0	0	0	3	4	0	0	0	7	12	
14	6	1	3	3	5	4	4	4	3	1	3	2	1	0	1	1	3	0	3	32	16	
15	9	3	1	2	2	7	3	0	3	0	0	0	0	1	0	5	1	0	2	21	18	
16	1	4	1	3	2	2	0	0	0	0	0	0	1	1	0	0	0	0	0	5	10	
17	0	6	0	1	0	0	0	0	0	0	5	5	11	12	8	15	15	1	9	48	41	
18	2	4	0	2	0	0	0	2	2	0	0	0	0	0	0	0	0	0	3	7	8	
19	15	10	6	7	1	5	2	2	9	1	6	5	10	2	0	2	7	0	4	60	36	
20	17	5	7	7	9	3	8	4	9	2	10	10	6	9	0	0	2	0	5	73	40	
21	0	11	0	0	0	0	0	0	0	0	0	0	0	0	1	3	3	0	2	6	14	
22	2	2	0	3	1	1	0	0	1	0	1	2	0	2	0	0	4	0	0	9	10	
23	4	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	4	0	
24	0	0	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	1	4	
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
26	3	3	1	1	2	2	2	0	1	0	0	1	1	0	2	2	1	0	3	16	9	

SCHEDULE I.—Continued.

SCHOOL NO.	1849.				1850.				18 5.				1852.				1853.		1854.		Total.	
	Feb.		July.		Feb.		July.		Jan.		July.		Jan.		July.		July.		July.			
	A. R.		A. R.		A. R.		A. R.		A. R.		A. R.		A. R.		A. R.		A. R.		A. R.			
	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.		
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
28	2	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	11 3	
29	6	3	7	3	2	4	4	3	4	4	7	6	6	5	0	0	0	0	0	0	36 28	
30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 0	
31	0	9	0	0	3	3	6	2	3	0	2	1	2	0	1	0	4	0	3	0	24 15	
32	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 3	
33	1	1	0	1	0	5	0	0	0	0	0	0	4	2	3	2	4	1	0	1	7 18	
34	8	7	3	3	0	0	0	0	1	2	4	5	1	1	2	6	3	1	5	0	27 25	
35	27	9	7	13	11	9	28	3	32	12	40	3	29	6	44	45	47	1	41	5	306 106	
36	1	0	3	3	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	5 4	
37	0	0	0	0	1	1	1	2	0	3	1	0	0	0	0	0	0	0	0	0	3 6	
38	0	4	2	0	3	3	2	2	7	5	8	5	9	5	4	1	5	0	3	1	43 25	
39	0	0	0	2	1	0	0	0	0	0	0	2	0	0	2	2	2	0	0	0	5 6	
40	0	0	0	0	0	0	4	2	17	0	19	1	13	3	29	6	19	0	23	0	124 12	
41											8	5	24	2	12	4	10	0	14	0	68 11	
42															0	3	0	0	0	0	0 0	
43															0	0	0	0	0	0	0 0	
44															0	0	7	0	9	0	16 0	
45															9	6	14	0	27	2	58 8	
46	2	2																				
	143	129	58	78	52	74	81	38	105	53	130	65	130	38	131	126	160	4	173	14	1163 650	

RECAPITULATION.

DATE.	ADMITTED.	REJECTED.	TOTAL.
February, 1849.....	143	129	272
July, ".....	58	78	136
February, 1850.....	52	74	126
July, ".....	81	38	119
January, 1851.....	105	53	158
July, ".....	130	65	195
January, 1852.....	130	69	199
July, ".....	131	126	257
July, 1853.....	160	4	164
July, 1854.....	173	14	187
	1163	650	1813

SCHEDULE II.

*Containing a List of the Students admitted to the Introductory Class,
July, 1854; their respective Ages; the Time in Public Schools;
and the Name and Occupation of their Parents and Guardians.*

NAME.	Age.			Time in Public Schools.			Name and Occupation of Parents and Guardians.
	Y.	M.	D.	Y.	M.	D.	
Adams, Samuel G.,	13	6	6	2	7	26	Robert Alexander, Lawyer.
Allison, Thomas,	14	0	0	3	5	10	Michael Allison, Coal Yard.
Amerman, John,	13	5	0	2	4	0	Isaac R. Amerman, Cartman.
Amory, James,	14	9	2	3	4	0	Peter B. Amory, Exchange office.
Appleton, John P.,	13	0	0	3	2	0	John Appleton, Builder.
Arnold, George W.,	14	2	4	9	4	3	David P. Arnold, Hotel Keeper.
Babcock, Paul,	13	0	0	5	4	24	Seth B. Babcock, Dry Goods.
Balch, Charles L.,	13	4	0	3	2	23	William S. Balch, Clergyman.
Banks, Joseph E.,	14	10	0	1	1	6	Mark Banks, Umbrella Maker.
Barthers, Jeremiah,	13	5	0	2	4	8	John S. Barthers, Ship Carpenter.
Beach, Dwight F.,	14	2	0	4	0	0	Benjamin B. Beach, Broker.
Belden, William,	14	1	0	2	2	0	Henry Belden, Clergyman.
Benedict, Albert R.,	14	8	0	1	7	0	George Benedict, Lawyer.
Birch, Clinton S.,	13	10	5	2	0	13	Thomas Birch, Music Printer.
Bird, Edward O.,	14	8	0	3	0	0	William Bird, Insurance.
Black, George A.,	13	10	20	5	10	11	Betsey Black.
Black, Robert J.,	15	8	0	5	10	0	James Black, Baker.
Blakeman, Alex. N.,	14	0	0	4	10	1	Wm. N. Blakeman, Physician.
Brady, John A.,	13	8	0	1	2	4	Joseph Brady, Grocer.
Brown, Amos,	13	8	0	2	2	0	Amos W. Brown, Collector.
Brown, Clifford J.,	13	9	0	2	6	0	John Brown, Grocer.
Brooker, Stephen T.,	14	10	0	4	10	0	Stephen Brooker, Carpenter.
Bruce, James, Jr.,	13	0	0	1	8	0	James Bruce, Tailor.
Bull, Frederick, Jr.,	14	4	0	3	6	9	Frederick Bull, Broker.
Burdett, Peter G.,	13	0	0	1	4	0	Freeborn G. Burdett, Merchant.
Butts, John H., Jr.,	15	6	0	2	1	24	John H. Butts, Clerk.
Carl, John M.,	13	5	5	5	6	27	Selah Brush, Hotel Keeper.
Carolin, John A.,	13	5	0	4	2	2	Patrick Carolin, Tailor.
Caryl, George C.,	13	10	0	2	4	15	Isaac Caryl, Contractor.
Clark, Robert N.,	13	4	0	4	7	0	William Clark, Piano Fortes.
Croft, Elijah R.,	13	4	0	6	2	0	Charles Craft, Expressman.
Davenport, Stephen	13	4	0	4	2	16	David M. Davenport, Cartman.
Davidson, John,	17	4	15	1	6	0	George P. Davidson, Shoe Maker.
Davis, George B.,	13	6	0	3	3	0	George D. Davis, Hotel Keeper.
Daly, Matthew,	13	3	0	2	4	0	Timothy Daly, Warden.
Daly, Michael,	13	7	0	2	3	7	Richard Daly, Grocer.
Day, Benjamin,	16	4	0	1	9	0	Banj. H. Day, Publisher.
Delaney, John,	13	4	0	10	2	12	Ann Delaney.
Delano, John S.,	12	10	0	2	10	10	John S. Delano, Lawyer.

NAME.	Age.			Time in Public Schools.			Name and Occupation of Parents and Guardians.
	Y.	M.	D.	Y.	M.	D.	
Dornin, William C.,	14	5	0	1	2	0	William H. Dornin, Clerk.
Dougherty, Isaac,	13	9	0	3	5	0	Chas. A. Dougherty, Carpenter.
Downs, David S.,	13	7	0	1	0	0	David E. Downs, Carpenter.
Dresser, Charles P.,	17	1	0	1	4	0	Horace Dresser, Lawyer.
Dresser, Horace E.,	13	2	0	1	10	0	" " "
Dunkin, Thos. J., Jr.,	13	9	0	4	8	13	Thos. J. Dunkin, Gentleman.
Durbrow, Stephen A., Jr.,	16	11	0	3	2	15	Stephen A. Durbrow, Carriage Mkr.
Easton, Robert T. B.,	13	5	0	2	3	4	John Easton, Merchant.
Einstein, Edwin,	13	10	0	1	1	0	Lewis Einstein, Merchant.
Elliott, Richard B.,	15	2	0	1	2	4	Jason Elliott, Boot and Shoes.
Enniss, William H.,	13	1	15	1	10	2	Jane Ayers.
Fackler, David P.,	13	4	0	3	0	0	David M. Fackler, Clergyman.
Fairchild, George C.,	15	4	0	3	9	0	Benj. P. De Groot.
Farrington John D., Jr.,	14	5	0	6	3	0	John D. Farrington, Custom House.
Finigan, William J.,	14	1	0	2	10	6	James Finigan, Teller.
Finlay William J.,	14	0	0	1	0	0	John Finlay, Wheelwright.
Fitzpatrick, James C.,	13	8	0	1	6	4	John Fitzpatrick, Clothing Store.
Fortmeyer, George W.,	16	2	15	1	2	10	Frederick Fortmeyer, Soap Factory.
Fowler, William M.,	14	0	0	3	5	16	William Fowler, Hatter.
Gelston, William J.,	14	11	0	1	2	0	James Gelston, Builder.
Gilchrest, William,	14	8	0	6	5	0	John W. Gilchrest, Grocer.
Gilley, Franklin, W., Jr.,	14	6	0	4	10	0	Franklin W. Gilley, Dry Goods.
Grant, Charles,	15	8	0	1	9	0	Lewis Grant, Machinist.
Grant, John,	13	6	0	5	1	2	Donald Grant, Contractor.
Griscom, Edward P.,	13	9	0	2	0	0	John H. Griscom, Physician.
Hadden, Euphrates,	13	7	0	4	7	0	Peter Hadden, Policeman.
Hall, George W.,	16	2	15	1	6	0	Joseph Fowler, Ship Builder.
Harrison, George A.,	16	10	0	1	9	0	William Harrison, Mason.
Hart, James E.,	14	7	0	6	6	0	James Hart, Merchant.
Hawe, George F.,	16	9	0	1	9	0	William Hawe, Mason.
Heath, Eugene A.,	14	4	0	2	4	0	James P., Decker Broker.
Hewitt, Joseph C.,	14	6	0	5	8	21	Francis Hewitt, Furniture Dealer.
Hibbard, William F.,	14	8	0	1	0	0	William Hibbard, Insurance.
Hinch, Thomas,	13	4	0	2	3	14	Patrick Hinch, Contractor.
Hoyt, Henry A.,	14	2	0	7	6	0	Henry M. Hoyt, Mason.
Hudson, William F.,	14	8	0	2	8	23	Joshua Hudson, Policeman.
Ireland, Oscar B.,	13	8	0	1	9	0	George Ireland, Lawyer.
Jackson, James,	13	2	0	4	10	0	William Jackson, Carpenter.
Keilty, William,	14	8	0	2	4	27	James Keilty, Grocer.
Kelly, Robert McC.,	15	6	0	1	4	0	Luke Kelly, Tailor.
Kenny, Peter D.,	14	3	15	3	2	8	Owen Kenny, Liquor Dealer.
Kent, Charles R.,	13	3	0	1	2	12	Cornelius Kent, Butcher.
Kip, Henry,	14	3	0	3	7	0	Thomas Kip, Gentleman.
Klein, Emile,	15	3	0	6	6	15	Frederick Klein, Charcoal Dealer.
Knapp, Henry F.,	14	9	0	5	3	0	Joshua Knapp, Cartman.
Knighton, John F.,	13	3	0	1	6	0	John Knighton, Engineer.
Koerner, Hermann C.,	13	6	0	1	9	0	H. J. A. Koerner, Prof. Free Acad'y.
Lane, Barent H.,	12	5	0	2	3	21	Columbus Lane, Dry Goods.
Lawrence, Merrick D.,	15	1	0	4	10	0	William Brown, Hardware.
Leckie, William, Jr.,	13	10	0	7	2	3	William Leckie, Grocer.
Leet, Allan M., Jr.,	14	8	0	2	3	1	Allen M. Leet, Sofa Maker.
Loovis, Asher,	14	1	0	1	3	0	Martin Loovis, Merchant.
Low, John G.,	14	3	0	1	9	0	Mary Haswell.
Lozier, Charles W.,	16	2	0	1	1	0	John Barker, Lawyer.
Lyon, George W.,	13	2	0	4	10	11	William G. Lyon, Broker.
McCormick, John S.,	13	1	15	3	6	12	Stewart McCormick, Steward.
McCready, Charles, Jr.,	16	5	0	1	8	18	Charles McCready, Blacksmith.

NAME.	Age.			Time in Public Schools.			Names and Occupation of Parents and Guardians.
McGinnis, Patrick,	Y.	M.	D.	Y.	M.	D.	Ann McGinnis, Washer and Ironer.
McGuire, John,	13	9	0	2	2	0	James McGuire, Livery Stable.
Maze, Walter H.,	13	7	0	4	8	29	Abraham Maze, Bookseller.
Meeks, Albert,	13	5	0	3	6	4	Joseph W. Meeks, Cabinet Maker.
Meeks, Edwin B.,	15	4	0	3	0	0	" " "
Menair, James,	13	11	0	3	0	0	Benjamin Menair, Grocer.
Merrill, Charles R.,	15	6	0	2	8	4	Charles Merrill, Hardware.
Monson, Charles,	15	10	0	2	10	0	Michael Monson, Porter.
Montgomery, Rich. R.,	13	5	0	1	3	0	Archibald Montgomery, Broker.
Moore, Washington,	14	7	0	1	4	0	Elizabeth Moore.
Morris, William S.,	14	6	0	1	1	0	Eli Morris, Bookkeeper.
Moss, Francis G.,	12	10	0	1	10	0	William P. Moss, Agent.
Moss, Ralph,	13	3	0	4	2	0	Solomon Davis, Pawn Broker.
Neidlenger, William,	13	5	15	4	10	12	Nicholas Neidlenger, Butcher.
Nexsen, Heyer M.,	13	9	0	2	7	15	Edmund A. Nexsen, Lawyer.
Noah, Henry,	13	3	0	1	6	9	Joseph A. Judson, Broker.
Norris, Thomas A.,	14	10	0	1	9	0	Noah Norris, Stone Cutter.
Oakley, Masklin C. B.,	13	6	0	2	11	13	Nathaniel Oakley, Coal Merchant.
Ogden, James W.,	14	7	0	5	2	13	Isaac G. Ogden, Banker.
Oscanyan, Thomas,	14	9	0	3	7	4	Thos. H. Skinner, Clergyman.
Paterson, Richard C.,	13	1	0	1	9	12	Julia C. Paterson.
Paterson, Samuel S.,	14	4	0	4	9	15	Jane O. Paterson, Weaver,
Patten, Cyrus, Jr.,	14	9	0	2	6	15	Cyrus Patten, Jeweller.
Pollock, Alexander,	14	7	0	1	4	0	Edward Pollock, Custom House.
Pollock, William J.,	14	9	0	2	8	24	Robert Pollock, Contractor.
Pomeroy, Ralph,	14	2	0	1	10	0	M. W. Hamilton, Merchant.
Porter, Horace,	15	2	0	1	0	0	Mortimer Porter, Lawyer.
Reis, Jacob, Jr.,	15	4	0	1	9	0	Jacob Reis, Carpenter.
Robinson, George W., Jr.,	13	4	0	2	4	0	George W. Robinson, Broker.
Rogers, Frederick C.,	13	7	0	2	2	0	Nathaniel A. Rogers, Merchant.
Rolston, Matthew,	14	8	0	1	7	6	Matthew R. Rolston, Janitor, W.S.
Rosenthal, William W.,	13	8	0	2	0	0	Simon Rosenthal, Cigar Importer.
Ross, William A.,	13	4	0	4	9	0	Daniel Ross, Shoe Maker.
Ryan, Bernard,	13	1	15	2	9	15	Francis Ryan, Grocer.
Ryer, Benjamin F., Jr.,	13	10	0	6	3	0	Benjamin F. Ryer, Marshall.
Sanders, George F.,	14	3	0	1	5	0	Adam Sanders, Fancy Goods.
Schleuter, Theodore,	15	5	0	1	8	0	William Schleuter, Printer.
Scofield, Samuel L.,	14	0	0	2	11	4	Jonathan Scofield, Builder.
Scott, John F.,	13	10	0	1	6	15	William Scott, Broker.
Seaman, James A.,	13	2	0	3	2	0	Samuel Seaman, Grocer.
Seaman, James G.,	13	2	0	5	8	12	W. H. C. Seaman, Superintendent.
Sherman, Arthur W.,	14	10	0	3	10	13	George Sherman, Stone Yard.
Sherman, Gardner,	14	3	0	2	7	0	John Gardiner, Merchant.
Smith, Alexander,	13	7	0	1	2	0	Helen G. Pettigrew.
Smith, Harrison B.,	13	0	0	2	1	0	Bardell F. Smith, Stone Dealer.
Smith, James G., Jr.,	13	9	0	2	4	0	James G. Smith, Boarding House.
Smith, Pierson W.,	15	5	0	4	4	0	Daniel H. Smith.
Somers, Frederick D.,	14	8	0	6	10	13	Frederick Somers, Printer.
Stewart, William,	14	8	0	2	0	0	James Stewart, Stone Polisher.
Stoutenburgh, John P.,	13	8	0	1	10	22	Alfred Stoutenburgh, City Weigher.
Sutton, John J.,	17	1	0	3	10	13	Silas Sutton, Carpenter.
Sweeny, Miles,	14	8	0	4	3	19	Edward Sweeny, Policeman.
Swezey, Samuel,	13	9	0	5	7	9	Martha Swezey.
Tanzer, Arnold,	16	6	0	1	5	0	Jonas Tanzer, Jeweller.
Thompson, Samuel A.,	14	5	0	2	4	0	John Moore, Harness Maker.
Todd, Charles M.,	13	0	0	2	3	19	Rosannah Todd.
Tompkins, Eugene,	13	4	0	6	5	0	Benjamin R. Tompkins, Cartman.
	15	5	0	2	7	2	

NAME.	Age.			Time in Public Schools.			Names and Occupation of Parents and Guardians.
	Y.	M.	D.	Y.	M.	D.	
Trimble, William M.,	13	0	0	5	9	11	Arthur Trimble, Iron Founder.
Underhill, James,	16	0	0	2	2	3	Abraham Underhill, Lawyer.
Vandewater, John J.T.,	13	7	0	2	0	0	John Vandewater, Clerk.
Van Giesen, Virginus,	15	10	0	3	3	19	Richard Van Giesen, Serg. of Police.
Van Tine, Frederick,	14	10	0	1	0	0	Theodore Van Tine, Clerk.
Walber, Albert,	13	4	0	1	8	29	Julius Walber, Merchant.
Walber, Emile,	14	4	0	11	6	13	" " "
Walker, John.	16	8	0	5	0	0	James Walker, Dyer.
Watson, Charles W.,	13	4	0	3	5	14	Charles Watson, Hatter.
Weber, Charles F., Jr.,	14	6	0	5	4	0	Charles F. Weber, Leather Dealer.
Weeks, Benjamin,	14	9	0	1	10	13	James Weeks, Cartman.
Wheeler, Walter G.,	14	0	0	3	6	14	Walter D. Wheeler, Physician.
White, Orion,	15	6	0	4	2	0	Thomas G. White, Mason.
Williams, John J.,	14	7	0	2	4	0	George H. Williams, Grocer.
Wood, Edward A.,	13	5	0	1	9	0	Artemas A. Wood, Clergyman.
Wood, Frank,	13	9	0	2	4	0	James C. Wood, Merchant.
Wolf, Solomon J.,	13	6	0	6	0	0	Edward Wolf, Musician.
Wright, David F.,	14	9	0	6	6	12	John Wright, Stone Cutter.
Wyszinski, Eustace, Jr.,	14	2	0	4	1	10	Eustace Wyszinski, Engraver.
Young, Samuel J.,	12	5	0	3	7	0	Robert C. Young, Painter.

SCHEDULE III.

Showing the Number of Students of the Free Academy who were Examined, Rejected, and Admitted, and the Number who chose the Ancient and Modern Languages, with the average Age of the Students and average Time spent in the Common Schools, for each Term.

TERM.	Examined.	Rejected.	Admitted.	Chose Ancient Languages.	Chose Modern Languages.	Average Age.			Average time of Attendance in Common Schools.		
						Y.	M.	D.	Y.	M.	D.
February, 1849,	272	129	143	96	47	13	10	4	3	2	15
July, 1849,	136	77	59	50	8	14	3	5	3	3	0
February, 1850,	126	74	52	37	15	14	0	0	2	10	0
July, 1850,	119	38	81	60	21	14	0	18	2	10	3
January, 1851,	158	53	105	78	27	13	0	6	2	4	16
July, 1851,	195	65	130	101	29	14	0	6	2	7	7
January, 1852,	199	69	130	96	34	13	11	15	2	4	6
July, 1852,	257	126	131	80	51	13	10	0	2	3	11
July, 1853,	164	4	160	110	50	14	3	8	3	4	27
July, 1854,	187	14	173	123	50	13	7	12	3	2	25
	1813	649	1164	831	332	13	10	19	2	10	1

The following is a statement of the names, ages, and studies of the Students claimed by the Board of Education to have pursued, for four months or upwards, of the year mentioned in this report, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the Ordinance of the Regents, of the 20th of October, 1853, with a specification of the different studies pursued by each of said Students, and the length of time the same were pursued in each term of said year; said studies being designated by the the ordinary name or title of the book or treatise studied, and the part or portion of each being so studied, being also stated, with time spent in studying the same, during each of said terms.

No.	Names of Students.	Age.	Studies pursued from Jan. 1, to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
1	Anderson, Joseph R.	18	<p>Butler's Analogy, entire and reviewed.</p> <p>Hart's Constitution, entire and reviewed.</p> <p>Mahan's Civil Engineering, and reviewed.</p> <p>Mathematical and Topographical Drawing.</p> <p>Use of Level and Theodolite in the field.</p> <p>Fowne's Chemistry, from p. 101 to p. 461.</p> <p>Bird's Elements of Natural Philosophy, from p. 153 to p. 394, reviewed. Lectures on Chemistry by the Prof.</p> <p>Oedipus Tyrannus, 462 lines.</p> <p>Oratory and Original Composition.</p> <p>Roemer's Elementary French Reader, 2d and 3d parts. Roemer's Second French Reader, 300 pages.</p> <p>Pinney and Badois' Grammar and Translations from English Authors.</p> <p>Time—Six months.</p>	
2	Babcock, Nicholas H.	21	<p>Same as No. 1.</p>	

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
3	Bancker, William,	17	Same as No. 1. Time—3½ months.	
4	Belfour, Edmund	21	Same as No. 1.	
5	Cruikshank, William	20	do.	
6	Denny, John T.	20	do.	
7	Donahue, James M.	18	do. In Chemistry, Civil Engineering, and Moral and Intellectual Phi- losophy. German. — Benedix Comedies III. Oltrog- ge's Lesebuch, p. 84- 115, 130-201, 395-442. Syntactical part of Woodbury's Grammar and translations from English into German. Time—Six months.	
8	Douglass, Eugene	20	Same as No. 7.	
9	Duncan, Peter H.	18	Same as No. 1.	
10	Forbes, John McL.	17	do.	
11	Gray, William N.	18	do.	
12	Kimball, Rodney G.	18	do. In Chemistry, Civil Engineering, Intellec- tual and Moral Philoso- phy, and French. Did not study Ancient Lan- guages.	
13	Little, James A,	17	Same as No. 1.	
14	Moulton, Francis D.	18	do.	
15	Nixon, George	19	do.	
16	Post, George E.	16	do.	
17	Tilton, Theodore B.	19	do.	
18	Velsor, Joseph A.	20	do.	
19	Walsh, De Witt C.	18	do.	
20	Walther, Peter	17	Same as No. 12.	
21	Weir, Robert F.	18	Same as No. 1.	
22	White, Charles B.	17	do.	
23	White, George	19	Same as No. 7.	
24	Wightman, Edward K.	19	Same as No. 1.	

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
25	Abel, William H,	19	<p>Mahan's Intellectual Philosophy, from p. 1 to p. 294, inclusive.</p> <p>Bartlett's Acoustics 104 pp., and reviewed.</p> <p>Bartlett's Optics, 82 pp., and reviewed.</p> <p>Norton's Astronomy, 230 pp., and reviewed, (omitting the fine print.)</p> <p>Anthon's Ancient and Mediaeval Geography, reviewed for examination.</p> <p>Anthon's Grecian Antiquities, 97 pp., and reviewed.</p> <p>Owen's Homer's Iliad, B. II., line 172-494, B. III. and IV., to line 146. Horace's Odes, B. I. and II., with frequent reviews.</p> <p>Fowler's Grammar, 178 pp., and reviewed.</p> <p>Shaw's English Literature, 140 pp., and reviewed.</p> <p>Original Compositions and Essays, monthly.</p> <p>Time—Six months.</p>	<p>Owen's Thucydides, B. I., chap. 1-31, with frequent reviews.</p> <p>Bird's Elements of Natural Philosophy, p. 153 to 394, with Lectures by the Professor.</p> <p>Civil Engineering, the use of the compass & level in the field, and Mathematical and Topographical drawing.</p> <p>Butler's Analogy, entire.</p> <p>French. — Vannier's Pronunciation, Pinney and Badois' Grammar.</p> <p>Roemer's Elementary Reader, part 1st.</p> <p>Analytical study of the French language.</p> <p>Oratory and Original Essays, monthly.</p> <p>Time—Four months.</p>
26	Adams, William M.	17	Same as No 25.	Same as No. 25.
27	Allendorph, Chas. W.	17	do.	do.
28	Alvord, Alwin A.	15	do.	do.
29	Babcock, Hamlin	20	do.	do.
30	Baldwin, Simeon	18	do.	do.
			<p>In English Language, History and Belles Lettres, Natural Philosophy and Intellectual Philosophy.</p> <p>German.—Schiller's Marie Stuart, Act 1st. Woodbury's Grammar, to irregular verbs. Glaubensklée's German Exercises to irregular verbs. Elwell's Dictionary.</p> <p>Time—Six months.</p>	<p>In Chemistry, Civil Engineering and Moral Philosophy.</p> <p>German.—Schiller's Maria Stuart, from Act 1st to end. Woodbury's Grammar (Elementary part). Glaubensklée's Exercises, and Elwell's Dictionary.</p> <p>Time—Four months.</p>
31	Bayles, Lewis C.	16	Same as No. 25.	Same as No. 25.
32	Brinkerhoff, Walter	15	do.	do.
33	Campbell, Cleveland J.	18	do.	do.
34	Church, Elihu D.	18	<p>Time—Three months.</p> <p>Same as No. 25.</p>	do.

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
35	Cole, William M.	15	Same as No. 25.	Same as No. 25.
36	Daly, Charles	16	do.	do.
37	De Camp, William H.	18	do.	do.
38	Fernandez, Lewis	17	do.	do.
			In Ancient Languages, Chemistry, Civil Engineering and Moral Philosophy.	
			German.—Schiller's Maria Stuart, from Act 1st to end. Woodbury's Grammar, (Elementary part). Glaubens- sklee's Exercises, and Elwell's Dictionary.	
39	Gardner, Andrew J.	17	do.	do.
40	Gillberg, Charles A.	18	do.	
			Time—5½ months.	
41	Grant, James H.	16	Same as No. 25.	do.
42	Greenfield, George J.	16	do.	do.
43	Hansen, Maurice G.	19	do.	
44	Hayes, Charles G.	15	do.	do.
				In French, Chemistry, Civil Engineering and Moral Philosophy. (Ancient Languages not studied.)
45	Hewitt, Edward G.	18	Same as No. 25.	Same as No. 25. (2 months.)
46	Hooper, Charles B.	16	do.	Same as No. 25. (2½ months.)
47	House, Samuel B.	16	do.	Same as No. 25.
48	Howell, Alfred P.	17	do.	
			(3½ months.)	
49	Jessop, Samuel	19	Same as No. 25.	do.
50	Keyser, Robert B.	16	do.	do.
51	Kimball, Warren W.	16	do.	do.
52	Lee, Benjamin F.	16	do.	do.
53	McFarlane, Hugh	19	do.	do.
54	Mason, Francis	16	do.	do.
55	Mason, James W.	18	do.	do.
56	Nixon, John M.	17	Same as No. 30.	Same as No. 30. (2 months.)
57	Page, Andrew J.	20	Same as No. 25.	Same as No. 25.
58	Post, Henry A.	19	do.	do.
59	Raymond, Russell	18	do.	do.
60	Rowell, Alfred	15	do.	do.
61	Saunders, Thorndyke F.	19	do.	
			Time—4 months.	do.
62	Searle, Dayton W.	17	Same as No. 25.	do. (2 months.)
63	Slosson, Lawrence	18	do.	
64	Wight, Peter B.	17	do.	Same as No. 25.
65	Wightman, Charles S.	17	do.	do.

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
66	Baker, Colgate	16	<p>Whateley's Logic, entire.</p> <p>Graham's Synonyms, reviewed from p. 41 to 264.</p> <p>Shaw's English Literature, to p. 217, and reviewed. (omitting chapters 8 and 11, and portions of the 4th.)</p> <p>Davies' Differential and Integral Calculus, 215 pp., and reviewed.</p> <p>Weber's Outlines of Universal History, reviewed for examination. Composition and Speaking.</p> <p>Owen's Xenophon's Anabasis, B. I., and Sallust's Jug. Bell, to chap. 70, with frequent reviews.</p> <p>Davies' Descriptive Geometry, chapters I-VIII, and Supplement, (from Manuscript Diagrams), both reviewed.</p> <p>Instruction in course of Ornament and Architectural decoration, with principles and methods of delineation. Use of crayon and drawing upon black board.</p> <p>Time—Six months.</p>	<p>Fowler's English Grammar to p. 178, and reviewed to p. 129.^a</p> <p>Wayland's Moral Philosophy to p. 228.</p> <p>Bartlett's Mechanics, 360 pp., and partly reviewed.</p> <p>Anthon's Ancient and Mediæval Geography (with Findley's Atlas), 160. pp, and partially reviewed.</p> <p>Compositions and Original Declamations.</p> <p>Owen's Homer's Iliad, B. I. and II., as far as line 393. Livy B. I., with frequent reviews.</p> <p>Lectures on Natural History, department of Physical Geography, illustrated with Guyot's Maps. Notes taken and examined.</p> <p>Time—Four months.</p>
67	Banning Wells, T.	16	Same as No. 66.	Same as No. 66.
68	Bissett, Thomas M.	16	do. (4 months.)	
69	Church, James A.	15	Same as No. 66.	do.
70	Davies, Charles F.	16	do. (5 months.)	
71	Davis, Henry	18	Same as No. 66.	do.
72	Decker, Adoniram J.	16	do.	do.

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
73	Downey, Frederick	15	<p>Same as No. 66</p> <p>In Drawing, English Language, Mathematics, and Logic.</p> <p>French.—Racine, (Bajazet, Iphigenie), Moliere, (Bourgeois gentilhomme, les femmes Gavantés.) Noel and Chap-sal, Grammaire Française (entire.) Translations from English Authors. Abstracts from French Authors. Original Compositions.</p> <p>Spanish. — Ollendorff's Grammar (half.) Sales' Grammar (nearly through.) Colmena Española, (entire.) As-cargorta's Historia de España, (entire.) Vellasquez' Phrase Book through. Logical and Syntactical Analysis. Review of regular and irregular verbs. Original Compositions. Dictation and Conversation.</p> <p>Time—Six months.</p>	<p>Same as No. 66.</p> <p>In all except Languages.</p> <p>Spanish. — Ollendorff's Spanish Grammar, (entire.) Sales' Grammar, (through.) Moratin's Comedies, (nearly through.) Iriarte's Fables, (entire.) Translations into Spanish from U. S. Speaker, (in part.) Quintana's Vidas de Españoles Celebres, (through.) Pizarro's Phrase Book, (nearly through.) Idi-ological Analysis. Review of Regular and Irregular Verbs. Original Compositions, Dictation and Conversation. Spanish Versification.</p> <p>Time—Four months.</p>
74	Dunn, Thomas H.	18	Same as No. 66.	Same as No. 66.
75	Hatfield, R. F.	15	Same as No. 73.	Same as No. 73.
76	Howe, John	17	Same as No. 66.	Same as No. 66.
77	Hubbs, James M.	16	do. (5 months.)	
78	Hurd, Egbert	18	Same as No. 73.	Same as No. 73.
79	Jasper, John	17	Same as No. 66.	Same as No. 66.
80	Judson, Charles H.	17	do. (2 months.)	
81	Kenyon, John	19	Same as No. 66.	do.
82	Leeds, Frederick A.	15	do.	do.
83	Lewis, James H.	16	do.	do. (1½ month.)
84	McMullen, Arthur	15	do.	Same as No. 66.
85	McMullen, Francis	16	do.	do.
86	Maxwell, Samuel	15	do.	do.
87	Mayhew, Francis B.	15	do.	
88	Miller, Nicholas C.	16	do. (5½ months.)	
89	Muller, Adrian H.	17	Same as No. 66.	Same as No. 66.
90	Parsons, George W.	16	do.	do. (1½ month.)
91	Pinkney, Howard	18	do.	Same as No. 66.
92	Pratt, Charles H.	17	do.	do.
93	Ranney, Julius H.	16	do.	do.
94	Roberts, John S.	16	do.	do. (1 month.)
95	Rockwell, William, Jr.	17	Same as No. 73.	Same as No. 73. (3 months.)
96	Russe, John J.	17	Same as No. 66. (2 months.)	
97	Sandford, Thomas B.	16	Same as No. 66. (5 months.)	

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
98	Sherman, Henry	18	Same as No. 66.	Same as No. 66.
99	Simpson, Stephen P.	14	Left Jan. 3, 1854.	
100	Smith, Alfred H.	16	Same as No. 66.	
101	Stewart, George	17	do.	do.
102	Stout, Theodore B.	16	do. (3 months.)	
103	Sturgis, Russell	18	Same as No. 66.	do.
104	Van Buren, James L.	17	do.	do.
105	Walker, Aldace A.	16	do.	do.
106	Ward, John E.	17	do.	do.
107	Warriner, Solomn	17	do.	
108	Wheeler, Everett P.	15	do.	do.
109	Winslow, William N.	16	do.	do.
110	Bleakley, William P.	16	do.	do.
111	Rising, Franklin S.	20		do.
112	Abbe, Cleveland	16	<p>Linear and Free Hand Drawing, with the principles of delineations. Descriptive Geometry, (from Manuscripts and Diagrams.) B. I., IV.</p> <p>Owen's Greek Reader, 19 Fables, Jests of Hierocles, 15 Apophthegms, 6 Dialogues of Lucian, Ode of Anacreon, and Trial of Orontes in Xenophon's Anabasis. Virgil, beginning B. II., line 347, to B. IV., with frequent reviews. Semi-Monthly Exercises in Anthon's Latin Prose Composition. Weber's History, from p. 114 to p. 210, and reviewed twice. Day's Rhetoric, 128 pp., and reviewed. Anthon's Roman Antiquities, 43 pp., and reviewed. Compositions and Declamations.</p> <p>Davies' Analytical Geometry, I to VIII, and reviewed.</p> <p>Reid's Dictionary of the English Language, to p. 50. Fowler's Grammar of the English Language, from p. 244 to p. 295.</p> <p>Lectures on Natural Science—department of Physical Geography, illustrated with Guyot's Maps. Notes of Students Examined.</p> <p>Time—Six months.</p>	<p>Principles of Architecture, Arts of Ornament, Free Hand Drawing with pencil—and use of the black board on large scale.</p> <p>Owen's Anabasis, B. I., Cicero Orations, (3 in Cataline.)</p> <p>Weber's Universal History p. 202 to 433, and reviewed. Compositions and Original Declamation. Chemistry applied to Agriculture and Physiology by Lectures. Notes and Recitations.</p> <p>(Have used no text book.)</p> <p>Davies' Differential and Integral Calculus, 128 pp., and reviewed.</p> <p>Graham's English Synonymes, to p. 250, and reviewed to p. 50.</p> <p>Time—Four months.</p>

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
113	Babcock, Jared S.	16	Same as No. 112.	Same as No. 112.
114	Bard, Robert W.	17	do. (1½ month.)	
115	Barry, Robert	15	Same as No. 112.	do. (½ month.)
116	Baxter, Franklin A.	16	do. (3½ months.)	
117	Bedell, Daniel S.	15	Same as No. 112.	Same as No. 112.
118	Bell, Joseph W.	15	do.	do.
119	Birdseye, Joseph W.	15	do.	do.
120	Blackett, James P.	17	do. (1 month.)	
121	Blake, Theodore A.	16	Same as No. 112.	do.
122	Bloomfield, Smith	15	do.	do.
123	Browning, Robert M.	16	do.	
124	Brush, Charles T.	17	do.	do.
125	Brush, Wilbur F.	16	do. (1½ month.)	
126	Burke, John J.	16	Same as No. 112.	do.
127	Clark, Edward L.	16	Left Jan. 6, 1854.	
128	Curtis, William A.	16	Same as No. 112.	do. (2 months.)
129	Denman, William M.	16	do.	Same as No. 112.
130	Donaldson, Robert A.	15	do.	do.
131	Dutcher, Salem	17	do.	do.
132	Ely, John A.	18	do.	Same as No. 187.
133	Fanning, David G.	18	do.	Same as No. 112.
134	Farnham, Alonzo C.	16	do.	do.
135	Fay, Thomas J.	17	do.	do.
136	Fiske, Samuel N.	17	do.	do.
137	Gassin, George A.	15	do.	
138	Godwin, James	16	do.	do.
139	Hallock, Robert B.	16	do.	Same as No. 187.
140	Hallock, William K.	14	do.	do.
141	Hansen, Nicholas L.	16	do.	
142	Hawes, George E.	16	do.	Same as No. 112.
143	Henderson, Thomas	17	do.	do.
144	Holder, William	22	do. (1 month.)	
145	Irvine, Henry M.	16	Same as No. 112.	do.
146	Jelliffe, Samuel G. R.	16	do.	do.
147	Jennings, Harvey R. R.	16	do.	do. (3 months.)
148	Kearney, Daniel	15	do. (3 months.)	
149	Kitchell, Henry	20	Same as No. 112.	Same as No. 112.
150	Kirkland, William	16	do.	do.
151	Knox, James	15	do.	
152	Linen, John	15	do. (3½ months.)	
153	McClauray, Joseph	16	Same as No. 112. (2½ months.)	Same as No. 187.
154	McMullen, Patrick	15	Same as No. 112.	Same as No. 112.
155	Mead, William C.	16	do.	do. (2 months.)
156	Myers, Oscar	15	do.	Same as No. 112.
157	O'Hara, Oliver	18	do.	do.
158	Parsons, Reuben	14	do.	do.
159	Pettigrew, Wm. A.	16	do. (3½ months.)	
160	Platt, Frank	15	Left Jan. 3, 1854.	
161	Pratt, Edward W.	19	Left Jan. 6, 1854.	
162	Smith, Edward	17	Same as No. 112. (1½ month.)	
163	Utter, George S.	17	Same as No. 112.	do.
164	Van Deusen, Sylvester	16	do.	do.
165	Weeks, Grenville M.	17	do	do. (2 months.)

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 14. 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
166	Brantigan, John	15	<p>Same as No. 112.</p> <p>In Mathematics, History and Belles-Lettres, English Language, Drawing and Natural Science.</p> <p>French. Roemer's Second Reader, 250 pp., Pinney and Badois' Grammar, (entire.) Choquet's Conversations, (half) Translations from English into French.</p> <p>Spanish. Ollendorff's Grammar, (nearly half.) Velasquez' Phrase Book, (entire.) Colmena Española, (half.)</p> <p>Logical and Grammatical Analysis. Review of Verbs. Dictation and Conversation.</p>	
167	Brush, Charles T.	16	<p>Time—2½ months.</p> <p>Same as No. 166.</p> <p>And Colmeña Española, (entire.) Logical and Grammatical Analysis, Review of Regular and Irregular Verbs. Original Compositions.</p> <p>Time—Six months.</p>	<p>Same as No. 112.</p> <p>In all except Language.</p> <p>French. Roemer's Second Reader. (entire.) Noel and Chap-sal's Grammaire Française, (Etymologie.) Translations from English Authors. Abstracts from French Authors. Original Compositions.</p> <p>Spanish. Ollendorff's Spanish Grammar, (entire.) Pizarro's Phrase Book, (half.) Ascargorta's Historia de España, (nearly through.) Idi-ological and Syntactical Analysis. Review of Regular and Irregular Verbs. Original Compositions. Dictation and Conversation.</p> <p>Time—Four months.</p> <p>Same as No. 167.</p>
168	Brown, Jefferson	16	Same as No. 167.	
169	Eames, George H.	15	Same as No. 166. (1 month.)	
170	Earle, Edward	15	Same as No. 167.	Same as No. 315.
171	Einstien, David L.	18	do. (5½ months.)	

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24. 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
172	Fernandez, Tranq.	15	Same as No. 166. In all except Spanish, viz., Salvas' Spanish Grammar finished. Translation from En- glish History, Masdeu's Arte Poetica, (entire.) Selections from Ochoa's Spanish Classics, (in part.) (2 months.)	
173	Halsted, James P.	15	Same as No. 167. (5½ months.)	
174	Hawley, Harvey P.	15	Same as No. 167.	Same as No. 167.
175	Levy, Herman M.	15	do.	do.
176	McAtavey, Francis	18	Same as No. 166. (1½ months.)	
177	Marten, Benjamin T.	15	Same as No. 166. (2 months.)	
178	Mills, George D.	16	Same as No. 167. (4 months.)	
179	Phalon, Henry L.	17	Same as No. 167. (5 months.)	
180	Pinkney, Frederiek H.	19	Same as No. 166. (2½ months.)	
181	Pullman, Joseph	16	Same as No. 167.	Same as No. 167.
182	Solomon, Nathan	17	do.	do.
183	Van Sicklen, George	14	do.	do.
184	Van Vorst, George B.	16	do.	do.
185	Werner, Aldoph	16	do.	do.
186	Werner, Emile	15	do.	do.
187	Adams, Elihu	14	General Principles of English Grammar, (en- tire,) and reviewed. Davies' Legendre, (en- tire,) and reviewed. Renwick's First Prin- ciples of Chemistry, (from p. 1 to p. 293.) Day's Rhetoric, from p. 165 to p. 290, and twice reviewed. Linear Drawing and Doctrines of Forms, (from manuscripts and diagrams.) Chambers' Introduc- tion to the Sciences, Lectures on Natural History, including As- tronomy, Geology and Mineralogy, and Physi- ology, illustrated with Maps, Minerals, Mani- kins, Skeletons, &c. Notes of the Lectures	Fowler's Grammar of the English Lan- guage, from p. 398 to p. 430, and reviewed to p. 420; also from p. 295 to p. 308. Decla- mation and Original Compositions. Davies' Plane and Spherical Trigonometry, Mensu- ration. Surveying, and Navigation, and reviewed. Lectures on Chem- istry applied to Arts, with reviews. Weber's Universal History, 133 pp., and reviewed 26 pp. Day's Rhetoric, 132 pp. Descriptive Geome- try, B. 1—X, (from manuscripts and dia- grams.) Virgil's Æneid, Book

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July, 24, 1854, to Jan. 1. 1855.
			examined, and Students credited. Andrew's Latin Reader, from Fable xix. to Fable xxviii., and Mythology, Cæs. Com. B. I. chap. 1-40. Time—Six months.	I., with frequent reviews. Monthly Exercises in Anthon's Latin Prose Composition. Sophocles' Greek Grammar. Sophocles' Greek Lessons, to 113. Example. Time—Four months.
188	Adams, William D.	15	Same as No. 187.	Same as No. 187. (1 month.)
189	Aitkin, George A.	15	do.	Same as No. 187. ($\frac{1}{2}$ month.)
190	Banks, William M.	16	Same as No. 187.	Same as No. 187.
191	Bausher, Henry	15	do.	do.
192	Benneville, Emile J.	14	do.	do.
193	Besson, Eldridge V. S.	15	do.	Same as No. 369.
194	Blakely, Matthew J.	16	do.	Same as No. 187.
195	Boarer, James	15	do.	do.
196	Bond, Samuel	15	do.	do. ($\frac{1}{2}$ month.)
197	Brolly, James S.	15	do.	Same as No. 187.
198	Byrne, Edward F.	16	do.	Same as No. 369.
199	Cadmus, Daniel F.	18	do. (3 months.)	
200	Campbell, Douglass	14	Same as No. 187.	Same as No. 187. (3 months.)
201	Carroll, Henry T.	16	do.	Same as No. 187. (2 months.)
202	Clark, Charles H.	16	do.	Same as No. 369.
203	Clark, John	14	do.	Same as No. 187.
204	Clark, John F.	15	do.	Same as No. 369.
205	Clay, Charles F.	15	do. ($4\frac{1}{2}$ months.)	
206	Clowes, Theodore F.	15	Same as No. 187.	Same as No. 187.
207	Cohn, Jacob H. L.	14	do. (5 months.)	
208	Corry, William	16	Same as No. 187. (1 month.)	
209	Cox, Samuel A.	16	do.	
210	Crampton, Henry E.	17	Same as No. 187.	
211	Crane, Thomas	16	do. ($3\frac{1}{2}$ months)	
212	Crawford, William F.	16	do. (3 months.)	
213	Crocheron, Oscar F. A.	17	Same as No. 187.	Same as No. 187. (2 months.)
214	Cronk, Thomas	16	do.	do. ($3\frac{1}{2}$ months.)
215	Crowther, Thomas	14	do.	Same as No. 187.
216	Cumming, Thomas C.	17	do.	do.
217	Cunningham, J. H.	15	do.	(do. 2 months.)
218	Daily, Cornelius,	15	do.	Same as No. 369.
219	Denike, Edward	14	do. (3 months.)	
220	Denike, Isaac J.	18	do. (4 months.)	
221	Dickson, Wallace,	18	Same as No. 187. (1 month.)	
222	Dodd, Edward A.	15	do. ($3\frac{1}{2}$ months.)	
223	Dow, John H.	15	Same as No. 187.	Same as No. 187.
224	Driggs, Frederick E.	16	do.	Same as No. 369. (3 months.)
225	Fenner, George W.	15	do.	Same as No. 491.
226	Flack, Edward P.	15	do.	Same as No. 369.
227	Gantz, William N. B.	15	do. ($3\frac{1}{2}$ months.)	

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
228	Gardner, Asa B.	15	Same as No. 187.	Same as No. 369.
229	Gassin, Henry	16	do.	do. (2 months.)
230	Gilchrist, George F.	15	do.	do. (3 months.)
231	Harbeck, John H.	16	do.	
232	Gleason, John F.	15	do. (3½ months.)	
233	Griswold, George C.	17	Same as No. 187.	Same as No. 369. (2 months.)
234	Hodgkinson, Tho. A.	15	do. (3½ months.)	
235	Howey, Walter Geo.	16	do. (3 months.)	
236	Howland, Elijah A.	15	Same as No. 187.	Same as No. 369.
237	Hunt, George	15	do. (3 months.)	
238	James, Charles A.	15	Same as No. 187.	Same as No. 187.
239	James, John C.	15	do.	Same as No. 369.
240	Jollie, Cornelius	15	do.	Same as No. 187.
241	Ketcham, Alex. P.	15	do.	do.
242	Ketcham, John L.	19	do.	Same as No. 369.
243	Kolb, Emmanuel	15	do.	Same as No. 187.
244	Kurshedt, Manuel A.	14	do.	do.
245	Landmann, Gustavus	14	do.	Same as No. 369.
246	Lawrence, William	15	do. (1 month.)	
247	Leech, Samuel G.	16	Same as No. 187.	Same as No. 187. (3 months.)
248	Leveridge, Albert J.	15	do. (5½ months.)	
249	Loveland, Joseph A.	15	Same as No. 187.	Same as No. 369.
250	Lyon, Asa P.	17	do.	Same as No. 187. (2 months.)
251	McClosky, Francis C.	15	do.	Same as No. 369.
252	McDonald, Alexander	15	do.	do.
253	McFarland, Walter	18	do.	Same as No. 187.
254	McKee, Thomas J.	14	do.	do.
255	Mackie, Simon F.	15	do.	do.
256	Man, William	15	do.	do.
257	Martin, Benjamin E.	16	do.	do.
258	Martin, Charles M.	15	do. (½ month.)	
259	Martin, Samuel	15	Same as No. 187.	Same as No. 369.
260	Mason, Thomas S.	15	do.	do. (2 months.)
261	Mitchell, George M.	15	do.	Same as No. 187.
262	Moriarty, Henry E.	14	do.	do.
263	Mount, John F.	14	do.	Same as No. 369.
264	Noe, Isaac A.		do. (1 month.)	
265	Ogden, Elias D.	15	Same as No. 187.	do.
266	Osborn, John W.	15	do.	
267	Pettigrew, John F.	15	do.	Same as No. 187.
268	Pierce, William V.	15	do.	Same as No. 369.
269	Pine, Joseph D.	15	do.	do. (3 months.)
270	Plyer, Charles W.	15	do.	Same as No. 187.
271	Purdy, John C.	16	do.	do.
272	Quinn, William B.	15	do.	Same as No. 369.
273	Randall, Edward D.	16	do.	do. (2 months.)
274	Renne, Dilman F.	15	do.	Same as No. 369.
275	Rust, Cornelius R.	15	do. (5 months.)	
276	Ryder, Thomas G.	16	Same as No. 187. (2 months.)	
277	Sands, Walter S.	16	Same as No. 187.	Same as No. 187.
278	Savage, George W.	14	do.	Same as No. 369.
279	Simpson, Charles R.	14	do. (3 months.)	
280	Sloan, Henry K.	15	Same as No. 187.	Same as No. 187.

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
281	Snook, John A.	15	Same as No. 187. (3 months.)	
282	Stokem, Eugene D.	17	Same as No. 187.	Same as No. 369. (3 months.)
283	Stratton, George H.	14	do.	Same as No. 187.
284	Street, George W.	16	do. (2½ months.)	
285	Sturgis, James T.	14	Same as No. 187.	do. (3 months.)
286	Sturgis, Peter D.	15	do.	Same as No. 187.
287	Sullivan, Dennis F.	15	do.	Same as No. 369.
288	Sumner, Haywood	15	do.	do.
289	Taylor, William H.	15	do.	Same as No. 187.
290	Thompson, David	14	do.	do.
291	Tinker, John F.	15	do.	do.
292	Tisdale, Fitzgerald	15	do.	Same as No. 369.
293	Todd, Louis H.		do.	Same as No. 187.
294	Tompkins, Elliot D.	15	do.	do.
295	Van Note, Alex. S.	15	do.	Same as No. 369.
296	Vehslage, Henry	18	do.	Same as No. 187.
297	Ward, Charles A.	16	do.	Same as No. 369.
298	Warner, George G.	16	do.	Same as No. 184.
299	Warriner, William B.	16	do.	do.
300	Warriner, William H.	15	do.	
301	Welsh, Henry	14	do.	Same as No. 187.
302	Wells, Edward B.	15	do.	Same as No. 369.
303	Wheeler, Charles H.	16	do.	Same as No. 187
304	White, Abrahm R.	17	do. (5½ months.)	
305	Wiggins, John R.	15	Same as No. 187.	do.
306	Wiggins, William	17	do.	do.
307	Wills, Joseph	16	do.	do. (3 months.)
308	Wilson, Joseph D.	14	do. (4 months.)	
309	Wilson, John J.	17	Same as No. 187. (3½ months.)	
310	Wilson, Philip L.	14	Same as No. 187.	Same as No. 369.
311	Wiltzie, William H.	15	do. (3 months.)	
312	Winne, William H.	15	Same as No. 187.	do.
313	Woglom, Gilbert T.	14	do.	do.
314	Woodruff, Morris	16	do.	do. (2 months.)

No.	Names of Students	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
315	Adriance, William J.	15	Same as No. 187. In Natural History. Drawing, Belles Lettres. Mathematics, English Language and Chemis- try. French. — Roemer's Elementary French Reader (1st Part); Pin- ney & Badois' Grammar (30 Lessons); Regular and Irregular Verbs. Phraseology in the same. Time—six months.	Same as No. 187. In all except Lan- guages. French. Roemer's Elementary Reader, (2d and 3d parts); Pinney and Badois' Grammar, (50 lessons.) Abstracts and Analy- sis in French of the passages translated. Phraseology in Regu- lar and Irregular verbs. Spanish. — Ollen- dorff's Spanish Gram- mar to Lesson XXIX. Colmena Española, (half.) Velasquez' Phrase Book, (half.) Logical and Gram- matical Analysis. Re- view of the verbs. Dictation and Conver- sation. Time—Four months.
316	Benedict, Charles A.	17	Same as No. 315. (3½ months.)	
317	Bird, Joseph	16	Same as No. 315.	Same as No. 491.
318	Bigelow, John P.	16	do.	Same as No. 491. (4 months.)
319	Brinkerhoff, Edwd. R.	16	do.	Same as No. 491. (2 months.)
320	Bruckman, Alexander	14	do. (4½ months.)	
321	Burrell, Samuel H.	17	Same as No. 315.	Same as No. 315.
322	Campbell, James	16	do.	Same as No. 491. (2 months.)
323	Childs, Augustus F.	14	do.	Same as No. 315.
324	Cook, Frederick H.	15	do. (5½ months.)	
325	Carson, George G.	15	Same as No. 315.	Same as No. 491.
326	Demarest, Benjamin S.	15	do.	Same as No. 315. (2 months.)
327	Dingman, John H.	16	do.	Same as No. 491.
328	Dunsmore, William	15	do.	do. (3 months.)
329	Durando, Paul M.	15	do.	do. (1 month.)
330	Foster, De Witt C.	15	do. (3 months.)	
331	Fotheringham, Edwd.	16	Same as No. 315.	Same as No. 491.
332	Gray, William C. B.	15	do.	Same as No. 315.
333	Hunt, Richard R.	15	do.	Same as No. 491.
334	Knispel, Charles W.	15	do.	Same as No. 315.
335	Labagh, William	16	do. (5½ months.)	
336	Lane, William A.	16	do. (4 months.)	
337	Laton, Charles A.	16	Same as No. 315. (4½ months.)	
338	Little, John L.	16	Same as No. 315.	Same as No. 491. (2 months.)
339	McClure, Thomas R.	16	Same as No. 315.	Same as No. 491.

No.	Nomes of Students.	Age.	Studies pursued from Jan. 1 to July 24. 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
340	McCutchen, Thos. H.	15	Same as No. 315.	Same as No. 491.
341	Maeder, James G.	15	do. (5½ months.)	
342	Marsh, James H.	15	Same as No. 315.	Same as No. 491.
343	Mathison, Robert L.	15	do. (1½ month.)	
344	Merritt, Mortimer C.	15	Same as No. 315.	do.
345	Mills, Charles E.	17	do.	do.
346	Monahan, James	17	do. (3 months.)	
347	Norris, Brainard T.	17	Same as No. 315.	do.
348	Northrop, John G.	16	do.	Same as No. 315.
349	Nott, John	16	do.	Same as No. 491. (1 month.)
350	Pullman, John W.	15	do.	Same as No. 315.
351	Quinan, Henry J.	17	do.	do.
352	Reed, John J.	15	do. (3 months.)	
353	Schmidt, Edward M.	16	Same as No. 315.	Same as No. 491.
354	Schmidt, Joseph L.	14	do. (3½ months.)	
355	Seaman, George E.	17	do. (2 months.)	
356	Shave, John T. M.	15	Same as No. 315.	do,
357	Seligman, Nathan	15	do. (1 month.)	
358	Southworth, Joseph	15	do.	do.
359	Stickleman, John	14	Same as No. 315.	do. (3 months.)
360	Strong, Michael J.	16	do. (3 months.)	
361	Struthers, Stephen R.	16	Same as No. 315.	Same as No. 315.
362	Taggard, Edward T.	15	do.	Same as No. 491. (3 months.)
363	Taylor, Francis F.	15	do. (5½ months.)	
364	Thompson, Wallace A.	15	Same as No. 315.	Same as No. 315.
365	Towle, Stevenson,	17	do.	do.
366	Whitten, George E.	16	do.	Same as No. 491.
367	Whittemore, Samuel	15	do.	Same as No. 315.
368	Woolley, Thomas	16	do.	Same as No. 491.
369	Allison, Thomas	14		General principles of Grammar, (entire and reviewed.) Hart's Constitution of the United States, (entire.) Lectures on Moral Philosophy. Docharty's Algebra. (entire and reviewed.) Chambers' Introduc- tion to the Sciences. Lectures on Natural History, including As- tronomy and Geology. Illustrated with Maps and Geological Specimens. Notes taken by Students, and examin- ed at the close of the term. Andrews and Stod- dard's Latin Gram- mar. Andrews' Latin Rea- der to Fable XXXV. Time—Four months.

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July, 24, 1854, to Jan. 1, 1855.
370	Appleton, John P.	13		Same as No. 369
371	Arnold, George W.	15		do.
372	Babcock, Paul	13		do.
373	Balch, Charles L.	14		do.
374	Barthers, Jeremiah	14		do.
375	Belden, William,	14		do.
376	Bird, Edward O.	15		do.
377	Black, George A.	14		do.
378	Black, Robert J.	16		do.
379	Blakeman, Alex. N.	14		do.
380	Brady, John A.	14		do.
381	Brown, Amos	14		do.
382	Brooker, Stephen T.	15		do.
383	Bull, Frederick	15		do.
384	Burdett, Peter G.	13		do.
385	Butts, John H. jr.	16		do.
386	Caryl, George C.	14		do.
387	Croft, Elijah R.	14		do.
388	Daly, Matthew	13		do.
389	Daly, Michael	14		do.
390	Davenport, Stephen	14		do. (3 months.)
391	Davidson, John	18		do. (3 months.)
392	Delaney, John	14		Same as No. 369.
393	Delano, John S.	13		do.
394	Dornin, William C.	15		do.
395	Doughty, Isaac	14		do.
396	Downs, David S.	14		do.
397	Dresser, Charles P.	17		do.
398	Dresser, Horace E.	13		do.
399	Dunkin, Thomas J.	14		do.
400	Easton, Robert T. B.	17		do.
401	Einstein, Edwin	14		do.
402	Elliott, Richmond B.	15		do.
403	Fackler, David P.	14		do.
404	Farrington, John D.	15		do.
405	Finigan, William J.	14		do. (4 months.)
406	Fitzpatrick James C.	14		Same as No. 369.
407	Fortmeyer, George W.	16		do.
408	Gelston, William J.	15		do.
409	Gilchrest, William	15		do.
410	Gilley, Franklin W.	15		do.
411	Grant, Charles	16		do. (3 months.)
412	Grant, John	14		Same as No. 369.
413	Griscom, Edward P.	14		do.
414	Harrison, George A.	17		do.
415	Hart, James E.	15		do.
416	Hewitt, Joseph C.	15		do.
417	Hibbard, William F.	15		do.
418	Hinch, Thomas	14		do.
419	Hawe, George F.	17		do.
420	Hoyt, Henry A.	14		do.
421	Hudson, Wilbur F.	15		do.
422	Ireland, Oscar B.	14		do.
423	Keilty, William	15		do.
424	Kelly, Robert McC.	16		do.
425	Kenny, Peter D.	14		do.
426	Kip, Henry	14		do.

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July, 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
427	Knapp, Henry F.	15		Same as No. 369.
428	Lane, Barent H.	13		do.
429	Lawrence, Merrick D.	15		do. (3 months.)
430	Leet, Allen N., jun.	15		Same as No. 369.
431	Loovis, Asher	14		do. (4 months.)
432	Lozier, Abraham W.	16		Same as No. 369.
433	Lyon, George W.	13		do.
434	McCormick, John S.	13		do.
435	McCready, Charles	16		do. (3 months.)
436	McGinnis, Patrick	14		do. (3 months.)
437	Maze, Walter H.	14		Same as No. 369.
438	Meeks, Albert	15		do.
439	Meeks, Edwin B.	14		do.
440	Menair, James	16		do.
441	Merrill, Charles R.	16		do.
442	Moore, Washington	15		do.
443	Morris, William S.	13		do.
444	Moss, Ralph	14		do.
445	Neidlinger, William	14		do.
446	Norris, Thomas A.	14		do.
447	Oakley, Masklin C. B.	15		do.
448	Ogden, James W.	15		do.
449	Oscanyan, Thomas	13		do.
450	Paterson, Samuel S.	15		do.
451	Patten, Cyrus	15		do. (3 months.)
452	Pollock, Alexander	15		do.
453	Pollock, William J.	14		do. (4 months.)
454	Pomeroy, Ralph	15		Same as No. 369.
455	Rogers, Frederick C.	15		do.
456	Ross, William A.	13		do.
457	Ryan, Bernard	14		do.
458	Ryer, Benjamin F.	14		do.
459	Schleuter, Theodore	14		do.
460	Scofield, Samuel L.	14		do.
461	Scott, John F.	13		do.
462	Seaman, James A.	13		do.
463	Seaman, James G.	15		do.
464	Sherman, Gardner	14		do. (3 months.)
465	Smith, Harrison B.	14		Same as No. 369.
466	Smith, James G.	15		do.
467	Smith, Pierson W.	15		do.
468	Somers, Frederick D.	15		do.
469	Stewart, William	14		do.
470	Stoutenburgh, John P.	17		do.
471	Sutton, John J.	15		do.
472	Swezey, Samuel	17		do.
473	Tanzer, Arnold	14		do.
474	Thompson, Samuel A.	13		do.
475	Tompkins, Eugene	15		do.
476	Trimble, William M.	13		do.
477	Underhill, James	16		do.
478	Van Gieson, Virginius	16		do.
479	Van Tine, Frederick	15		do.
480	Walber, Albert	13		do.
481	Walber, Emile	14		do.
482	Walker, John	17		do. (2 months.)
483	Weeks, Benjamin	15		Same as No. 369.

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
484	Wheeler, Walter G.	14		Same as No. 369.
485	White, Orion	16		do.
486	Wood, Edward A.	14		do.
487	Woolf, Solomon J.	14		do.
488	Wright, David F.	15		do.
499	Wyszynski, Eustace	14		do.
490	Young, Samuel J.	13		do.
491	Adams, Samuel G.	14		Same as No. 369. In all except Lan- guage, viz. :— French. Vannier's Pronunciation. Pin- ney and Badois' Gram- mar, (30 lessons.) Per- rin's Fables, (40 Fa- bles.) Regular Verbs and Phraseology in the same. Time—Four months.
492	Amerman, John	14		Same as No. 491.
493	Amory, James	15		do.
494	Banks, Joseph E.	15		do.
495	Beach, Dwight F.	14		do.
496	Benedict, Abner R.	15		do. (4 months.)
497	Birch, Clinton S.	14		Same as No. 491.
498	Brown, Clifford J.	14		do.
499	Bruce, James	13		do.
500	Carl, John S.	14		do.
501	Carolin, John A.	14		do.
502	Clark, Robert N.	13		do.
503	Davis, George B.	14		do.
504	Day, Benjamin	16		do.
505	Durbrow, Stephen A.	17		do.
506	Ennis, William H.	13		do.
507	Fairchild, George C.	15		do.
508	Finlay, William J.	14		do. (3 months.)
509	Fowler, William M.	14		Same as No. 491.
510	Hadden, Euphrates	14		do.
511	Hall, George W.	16		do.
512	Heath, Eugene A.	14		do.
513	Jackson, James	13		do.
514	Kent, Charles R.	13		do.
515	Klein, Emile	15		do.
516	Knighton, John F.	13		do.
517	Körner, Hermann C.	14		do.
518	Leckie, William	14		do.
519	Lowe, John G.	14		do.
520	McGuire, John	14		do. (2 months.)
521	Monson, Charles	14		Same as No. 491.
522	Montgomery, Rich. R.	15		do.
523	Moss, Francis G.	13		do.
524	Nexsen, Heyer M.	13		do.
525	Noah, Henry	15		do.
526	Paterson, Richard C.	14		do.
527	Porter, Horace	15		do.

No.	Names of Students.	Age.	Studies pursued from Jan. 1 to July 24, 1854.	Studies pursued from July 24, 1854, to Jan. 1, 1855.
528	Reis, Jacob	13		Same as No. 491.
529	Robinson, George W.	14		do.
530	Rolston, Matthew	14		do.
531	Rosenthal, Wm. W.	13		do.
532	Sanders, George F.	16		do.
533	Sherman, Arthur W.	14		do. (2 months.)
534	Smith, Alexander	13		Same as No. 491.
535	Sweeny, Miles	14		do.
536	Todd, Charles M.	13		do.
537	Vandewater, J. J. F.	14		do.
538	Watson, Charles W.	13		do.
539	Weber, Charles F.	15		do.
540	Williams, John J.	15		do.
541	Wood, Frank,	14		do.

Number of Students who have pursued Classical Studies, and studies in the higher branches of English Literature, for four months.

All, the Students, named in the foregoing schedule, have pursued classical studies and studies in the higher branches of English Literature, as therein stated, for four months and upwards, except sixty-seven, viz. :—those numbered 33, 48, 80, 96, 99, 102, 114, 117, 120, 125, 127, 144, 148, 152, 153, 159, 160, 161, 162, 167, 169, 172, 176, 177, 180, 199, 208, 209, 211, 212, 219, 221, 222, 227, 234, 235, 237, 246, 258, 264, 276, 279, 281, 284, 309, 311, 316, 330, 343, 346, 352, 354, 355, 357, 360, 390, 391, 411, 429, 435, 436, 451, 464, 482, 508, 520, 523, being in all four hundred and seventy-four.

City and County of New York, ss. : Horace Webster, being duly sworn, doth depose and say, that he is the Principal of the New York Free Academy, situated in the City of New York, whose annual report to the Regents of the University is hereunto annexed ; that the said report is made in conformity to the latest instructions of the Regents of the University, and in conformity to the Act of the Legislature of the State of New York, amendatory of the several School Acts, passed July 3d, 1851 : that the preceding schedule contains a true statement of the names, ages, and studies of the several students belonging to the said Academy, on the thirty-first day of December, 1854, or who belonged to it during part of the year ending on that day, and who are claimed to have pursued, for four months of said year, or upwards, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the ordinance of the said Regents, of the 20th October, 1853 ; that none of said students are under the age of twelve years, and that such of them as are claimed to be classical students have pursued all the preliminary studies as are required by the rules of this Institution, as are specified in the preceding report, to make them such, and have also read the books or parts of books specified in the preceding schedule ; that such of them as are claimed to be students in the higher branches of English education, had, before they were considered as such students, attained such proficiency in reading and writing, and acquired such elementary or preliminary knowledge as is required by the 8th section of said ordinance ; that they have all subsequently pursued the requisite studies, and performed the requisite exercises in composition and declamation as are specified in the rules regulating the said Free Academy, and for the period of time required by the said ordinance, to entitle said Academy to a distributive share of the income of the Literature Fund. All which this deponent affirms to be true, according to the best of his knowledge and belief.

Sworn to before me, this }
31st day of January, 1855. }
BOLTIS M. FOWLER,
Commissioner of Deeds.

HORACE WEBSTER,
Principal of the Free Academy.

By order of the Board,

ALBERT GILBERT, *Clerk.*
New York, December 31st, 1854.

E. C. BENEDICT,
President.

THE HALL

OF THE

BOARD OF EDUCATION.

THE building erected by the Public School Society, at the corner of Grand and Elm Streets, was found to be inconvenient and insufficient in its accommodations for the use of the Board. The merging of the two systems brought all the business of the Department of Instruction into one centre, and the very large accession made to the Normal Schools by the enrollment of the teachers of the Ward Schools, made it imperative upon the Board to provide such accommodations for the business and the schools as were required, or to erect a building for a Normal School. After deliberation, it was ordered that the Hall should be altered to meet the demand.

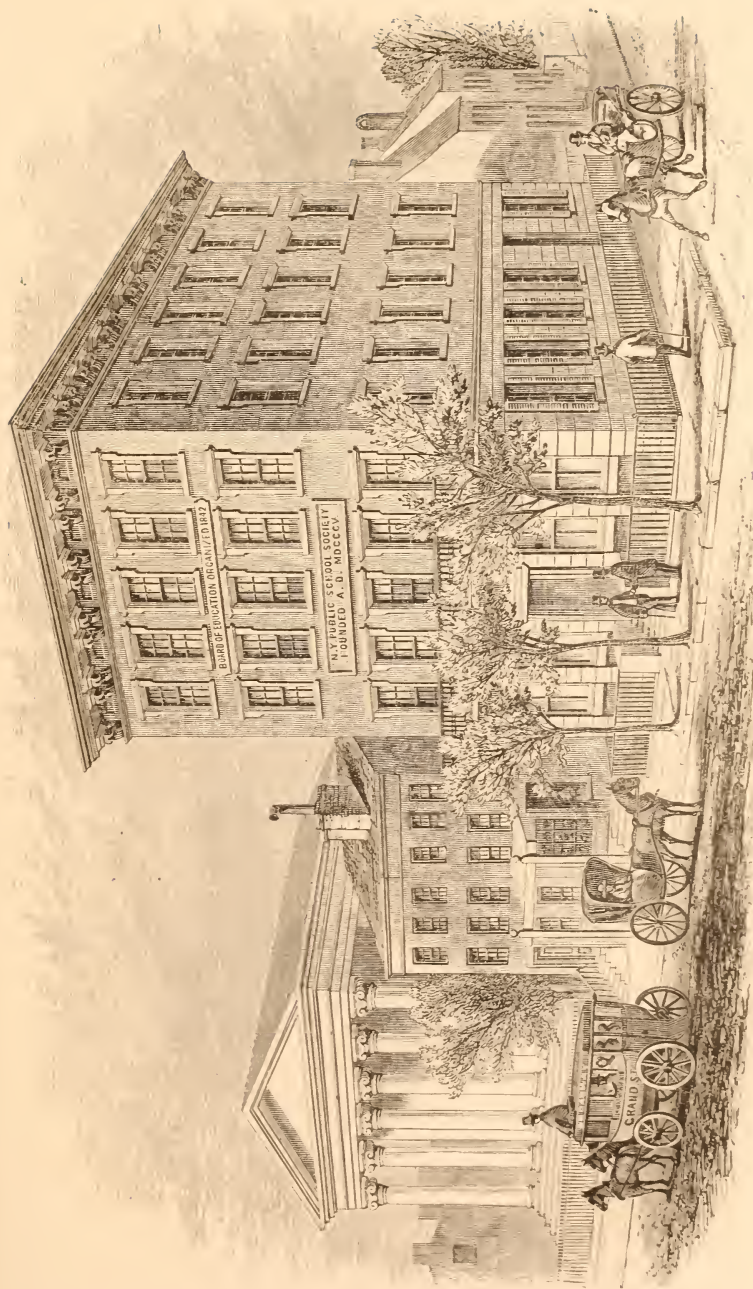
The building, accordingly, has been altered and enlarged, by several important changes in its interior, and the addition of one story, which is used as the lecture-room, two class-rooms being set off by sliding-doors in the front.

The third-story is divided into class-rooms, of which there are eight.

The second-story is occupied by the Hall of the Board, in which its meetings are held, and by Committee Rooms.

The first story is devoted to the offices of the Clerk and the City Superintendent.

The basement is occupied by the depository for school books, stationery, and the general supplies required for the schools.



HALL OF THE BOARD OF EDUCATION, CORNER OF GRAND AND ELM STREETS

SCHOOL NO. 4.

THIS School is in Rivington Street, between Pitt and Ridge Streets, in the Thirteenth Ward, and stands on the ground formerly occupied by the original building erected by the Public School Society. The house has a front on Rivington Street, of 75 feet, and is 100 feet in depth. A wing extends from the main building to Ridge Street, 20 feet by 50, affording a commodious entrance to the Female Grammar School. The main building and the wing are four stories in height, with a cellar where the furnaces are placed and the fuel is stored.

The basement is ten feet in height in the clear, the floor being two feet above the sidewalk. The front is built with Connecticut brown stone, surmounted with a heavy dental cornice. The building will accommodate about 2,600 scholars.

There are three schools, a Grammar School for Boys, Grammar School for Girls, and a Primary School, each having separate entrances and apartments, provided with wide and substantial stair-cases—every precaution being taken, by the location of the furnaces and flues, to provide against danger by fire.

The two furnaces in the front part of the building are enclosed in brick vaults, the other three being in the open cellar, remote from any woodwork or other combustible fixtures. The flues are large, and ample provision has been made for the thorough warming and ventilation of all the rooms.

The building is furnished with one of Henry Sperry & Co's. clocks, the movement of which regulates the time of all the dials, one of these being placed in each of the main rooms. There is, also, an additional dial in the Primary School, which is seen from the street.

The basement, with the exception of the space required for the officers' and janitor's rooms, is appropriated to play grounds

The first story is occupied by the Primary School, the main room of which will seat 620 scholars, and including the class-rooms will accommodate about 1,100 pupils. The gallery for the youngest classes is shut off from the main room by sliding doors. There are four class-rooms, and the gymnasium in the wing, 18 by 56 feet. Closets and wardrobes are also provided.

The second story, for the Female Grammar School, will seat 340 scholars in the main room. There are seven class-rooms, and a large drawing-room in the wing, the whole department being thus enabled to provide for between seven and eight hundred pupils.

The third story, for the Male Grammar School, is in all respects like the second. The plans and elevations will show the arrangement of the building and the different class-rooms.

The building will be warmed by the hot-water apparatus furnished by Messrs. Brown & Ellis, of which a view is herewith given.

The apparatus consists of a horizontal boiler, which encloses the fire, ensuring perfect safety and precluding all possibility of any portion of the fire surface being heated above the boiling point. Over the boiler, and forming a continuation of it, is a stack of cast-iron pipes, arranged in horizontal convolutions, and filled, like the boiler, with water. A constant circulation of hot water is kept up through every portion of the radiating pipe so long as the fire in the boiler is maintained. Caloric is thrown off, and an abundant supply of cold air being admitted into the chamber which contains the stack, the heated air ascends the flues, and is passed through the register into the rooms. The merits of this apparatus, as claimed by the patentees, consist in the great economy of fuel, and the fact that the air is heated in passing over these tubes, without losing its oxygen by being brought in contact with the red-hot surfaces of the ordinary furnace. The air furnished for respiration is thus preserved pure and wholesome.

The outline elevation presents a transverse section of the building, showing the arrangement of the flues for warming and ventilation, and also the position of the hot-water furnaces. F, represents the furnaces, of which there are four under the main building, and one under the wing.

The furnace chambers containing the boilers and hot-water pipes, are supplied with pure air from without, which, after being warmed by contact with the coils of pipes, rises through passages in the walls, and is admitted into the rooms at the points indicated by the letter R, displacing the vitiated air, which passes off from the rooms through the openings marked V, near the floor, and intended to be kept open at all times, as the air near the floor is always the coldest and most vitiated. The ventilators near the ceilings are to be used in summer, or may be opened at any time when it is desirable to change the atmosphere quickly. ●

The building will be furnished by Mr. Joseph L. Ross, of Boston. In the musical department, every facility will be afforded for instruction in vocal music. The Committee on Music, to whom the matter was referred, have selected Messrs. Lighte, Newton, Bradbury & Co's. Piano Fortes, as the most appropriate for the use of schools, especially in reference to durability and volume of tone.

The entire cost of the building, furniture, and apparatus, will be about \$45,000.

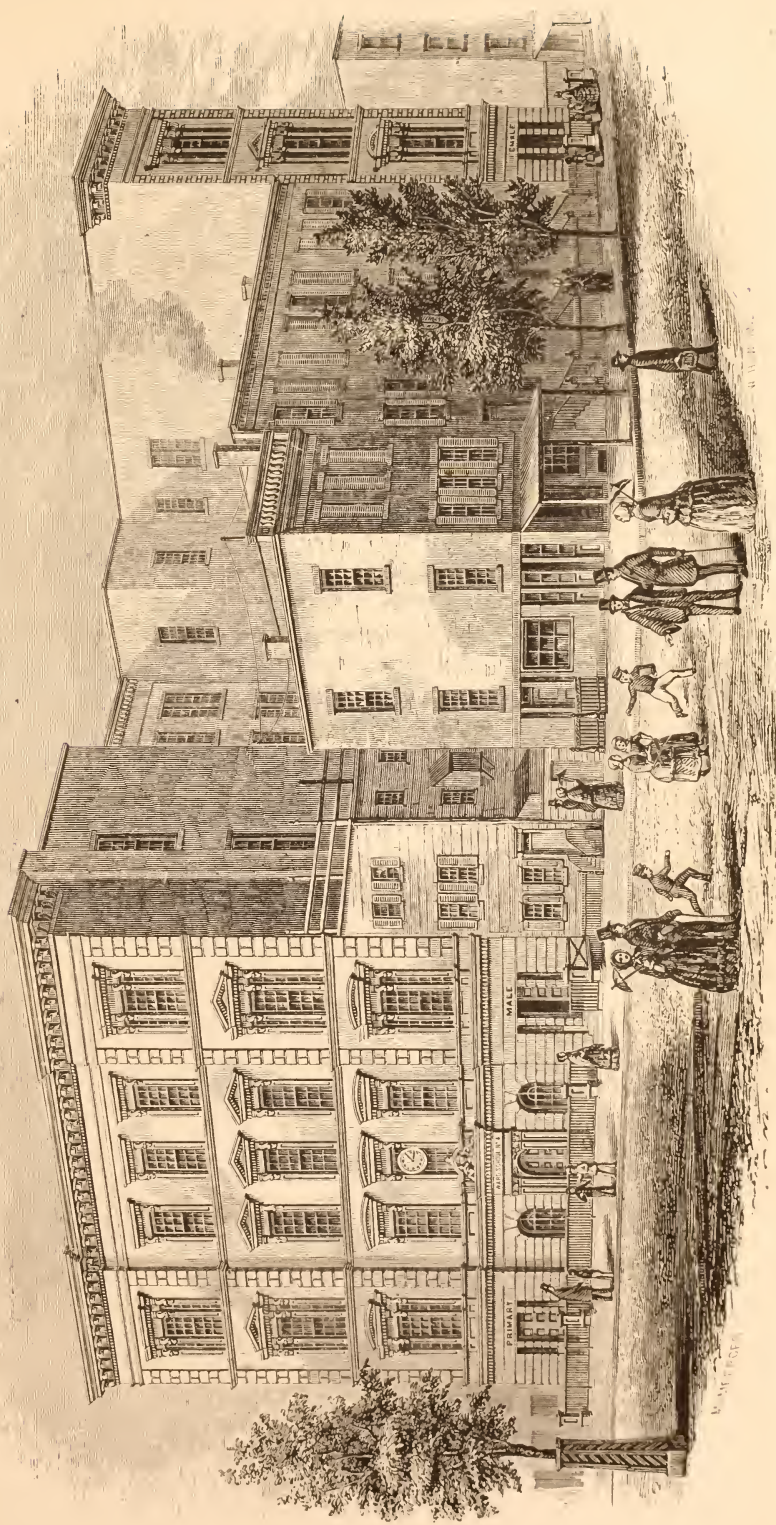
Plan 1, is the basement, with the play-ground, water-closets, entrances, &c.

Plan 2, represents the Primary School.

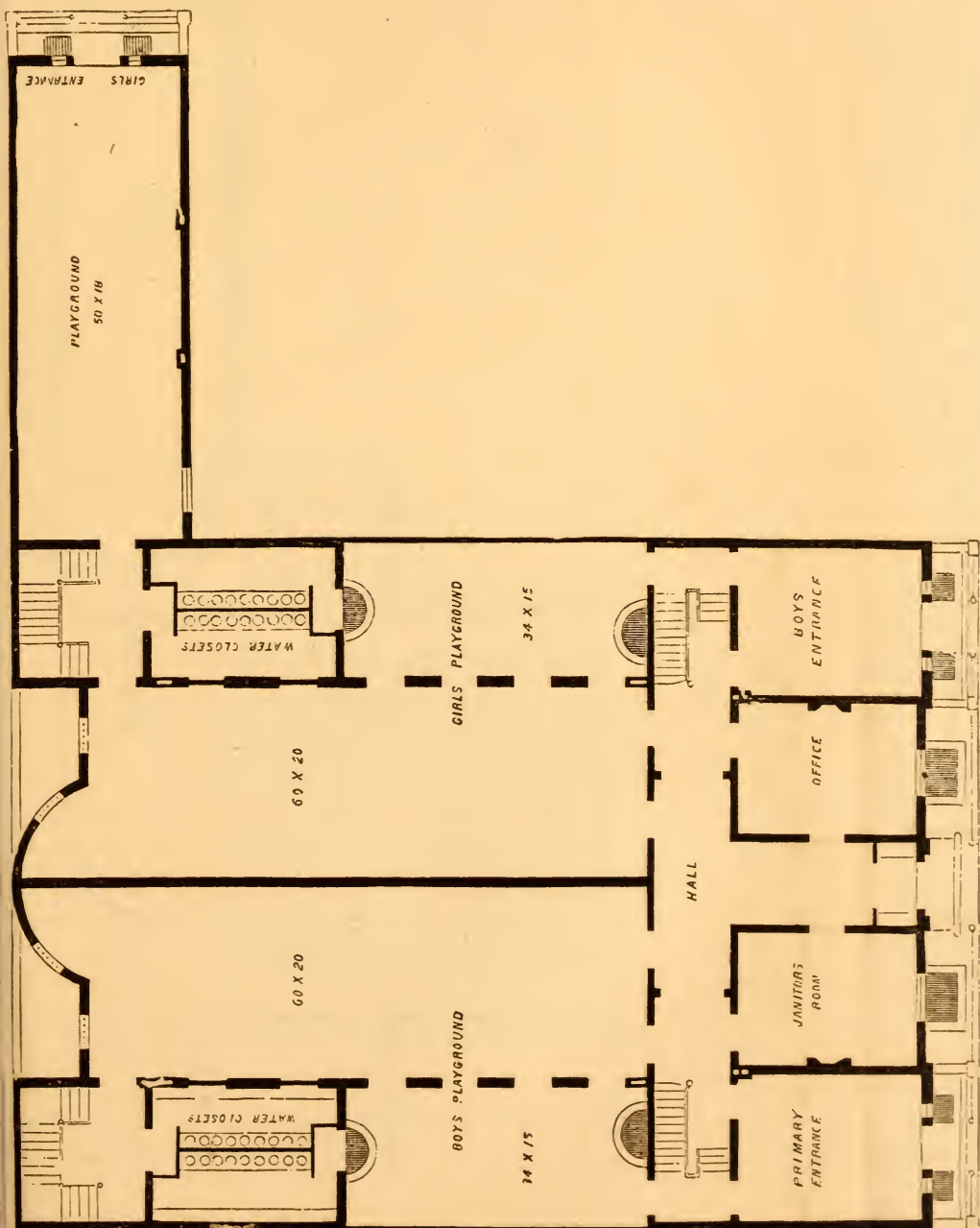
Plan 3, represents the Girls' and Boys' Schools.

Plate 4, is the outline elevation of the building, representing the heating and ventilating apparatus.

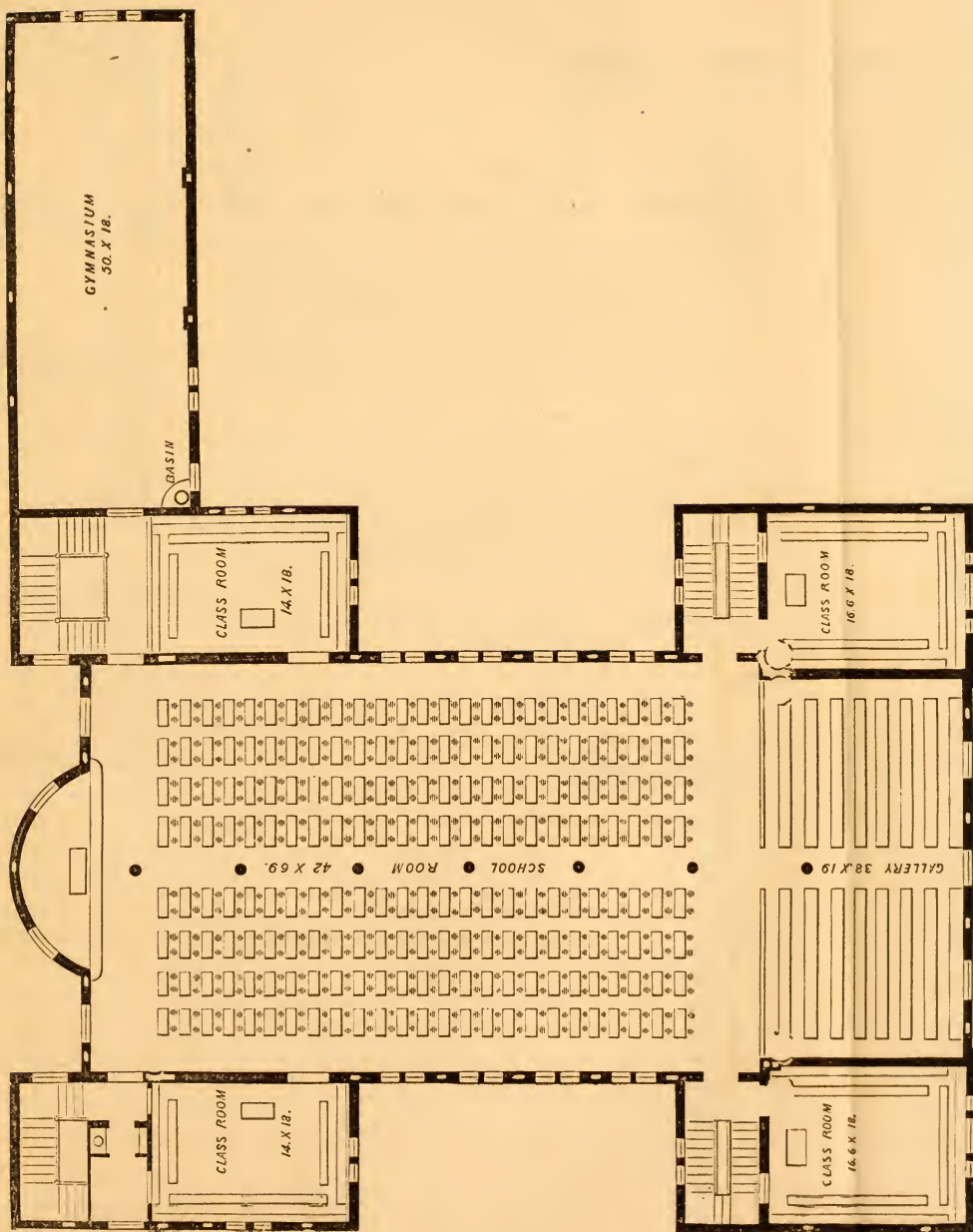
Plate 5, is an elevation of Brown & Ellis' Hot-Water Heating Apparatus.



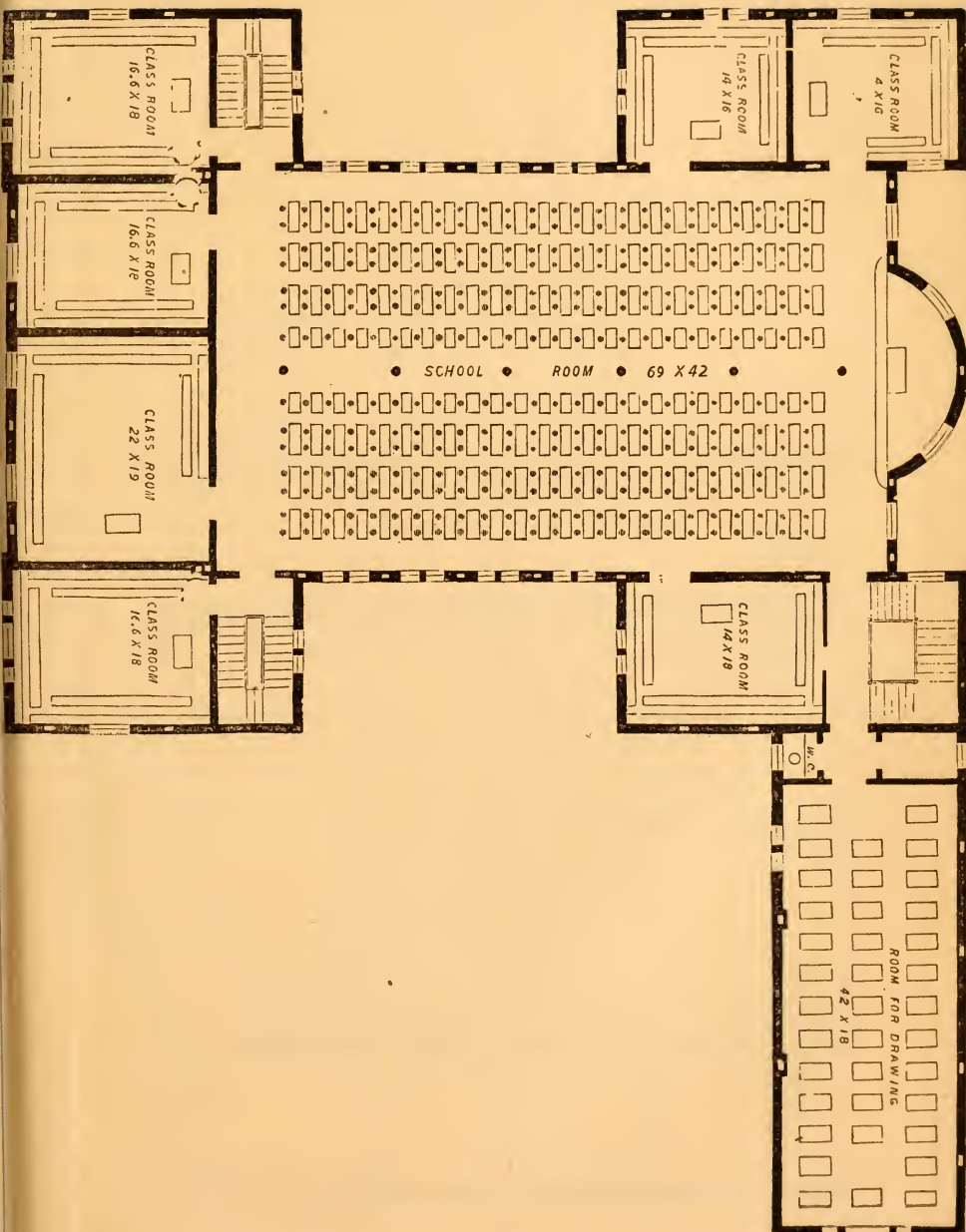
SCHOOL-HOUSE NO 4, RIVINGTON ST., NEAR RIDGE.

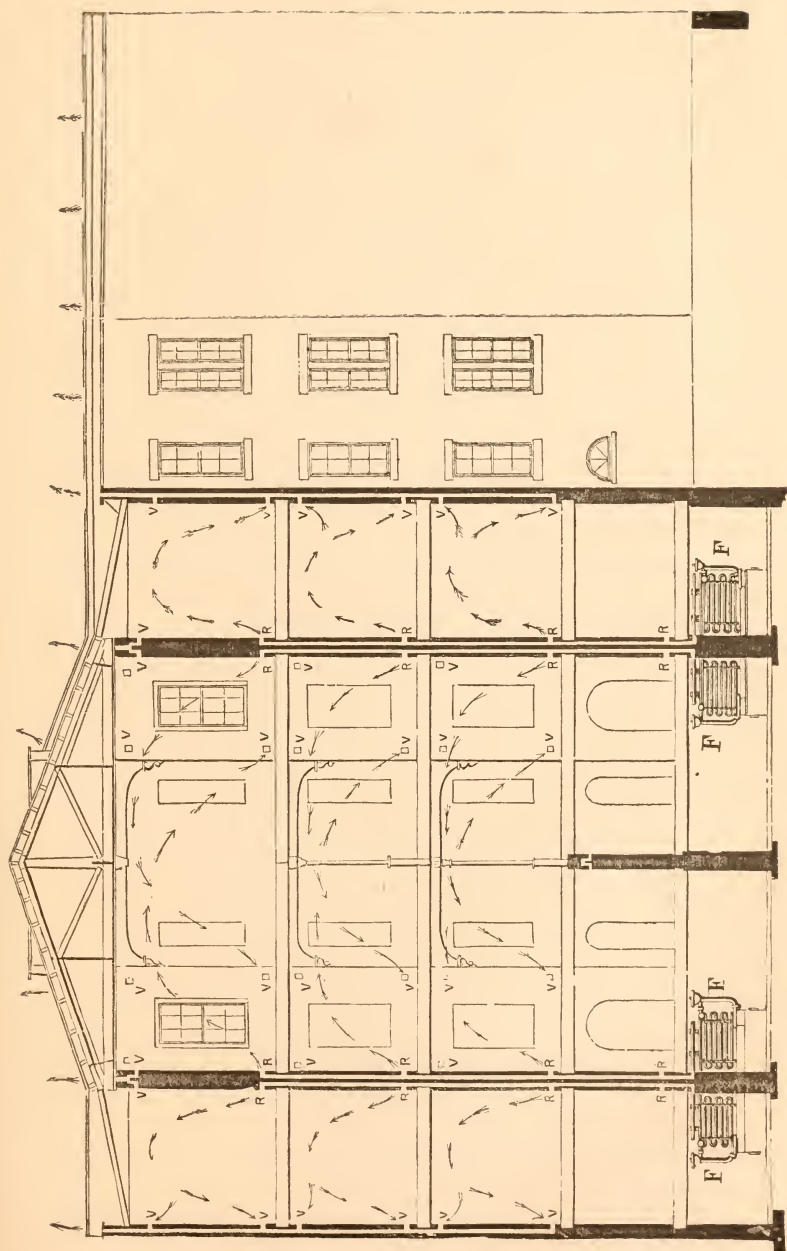


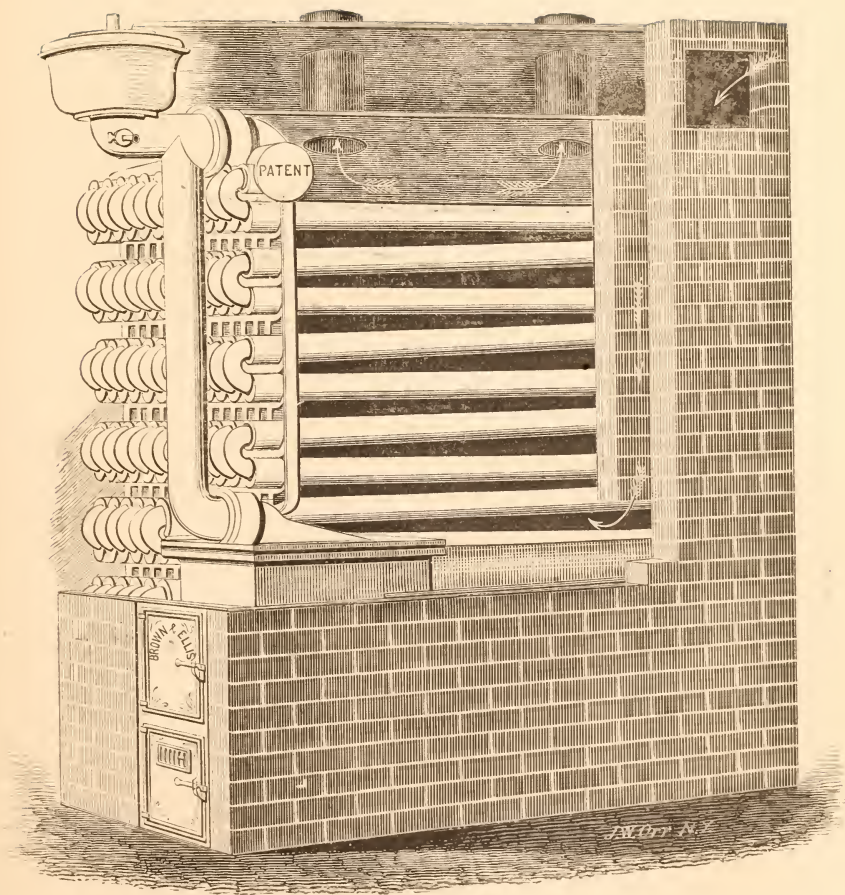












SCHOOL NO. 11.

THIS school is situated in 17th Street, near the Eighth Avenue, and has been rebuilt on the site of the old house, erected by the Public School Society. The main building is 50 feet wide, and 100 from front to rear. There are two wings in front, and two in the rear of the building, containing recitation rooms, 20 by 23 feet. The stairs are wide, and allow free ingress and egress. The basement is 9 feet high in the clear; the Primary Department is 13 feet, and the two upper stories for the Grammar Schools, are 14 feet in the clear.

The cost of this building, including the fitting up, will be about \$40,000. It is estimated to accommodate about 2,500 pupils.

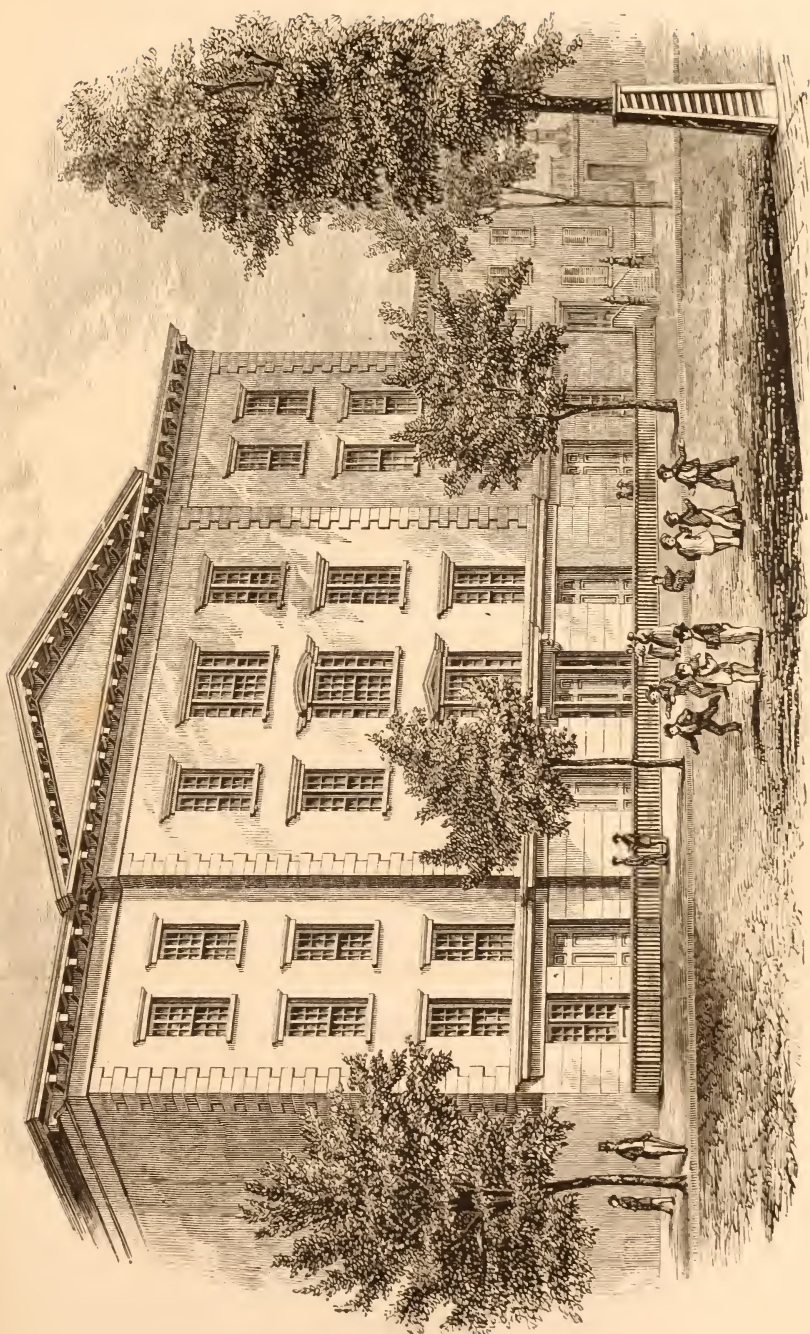
The arrangement of the various departments and class-rooms may be seen by the accompanying plans.

It is expected that the building will be ready for occupancy about the 25th of February, 1855. It will be heated by Culver's hot-air furnaces, and furnished by Joseph L. Ross, of Boston.

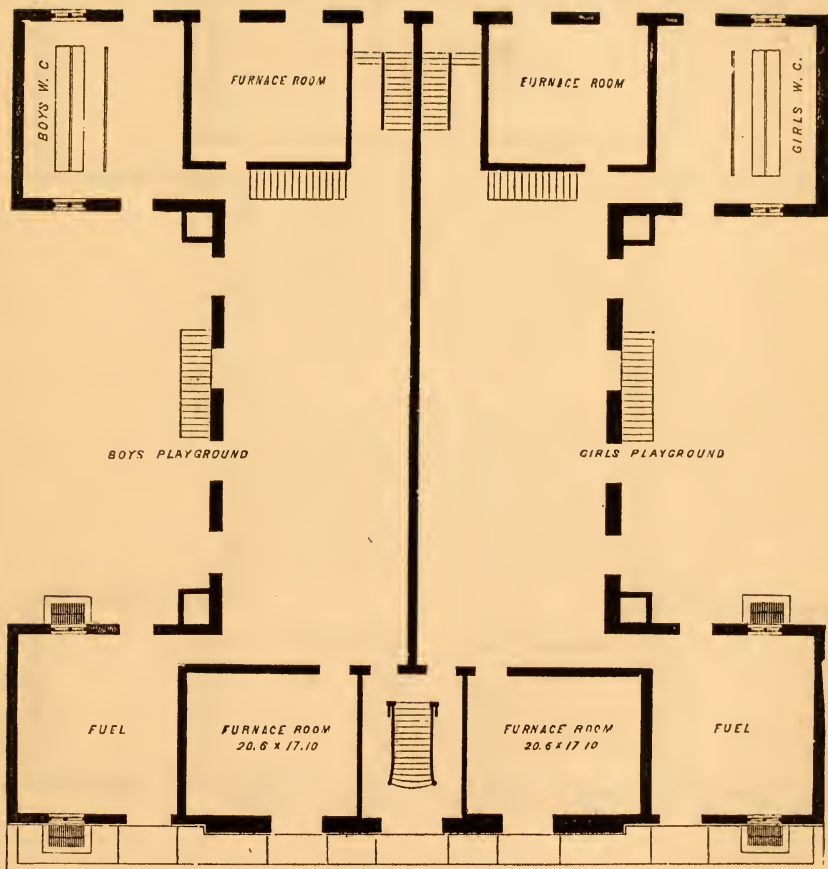
Plan 1, represents the basement, with play-ground, furnaces, water-closets, fuel vaults, &c.

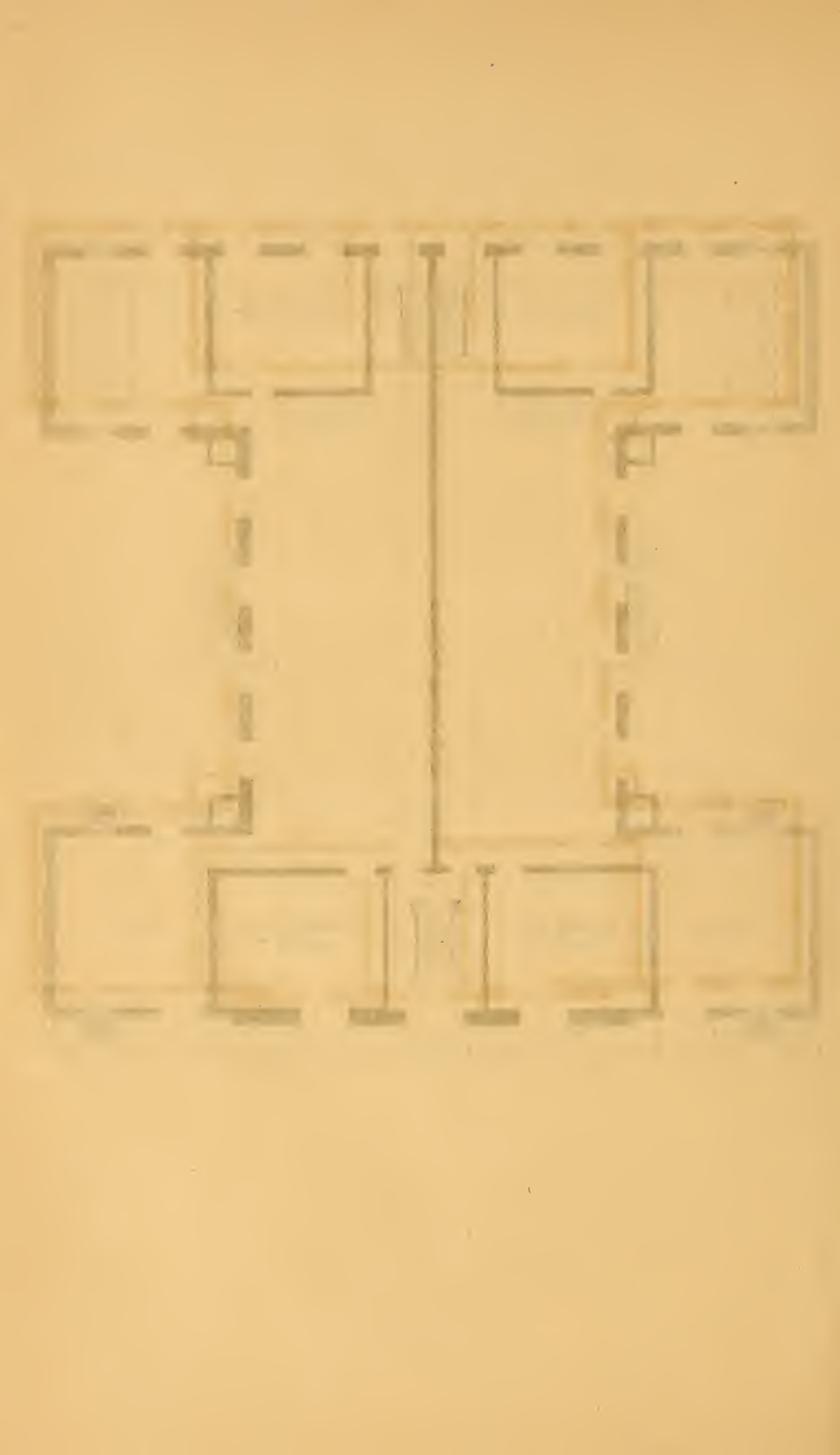
Plan 2, represents the Primary School, with its class-rooms.

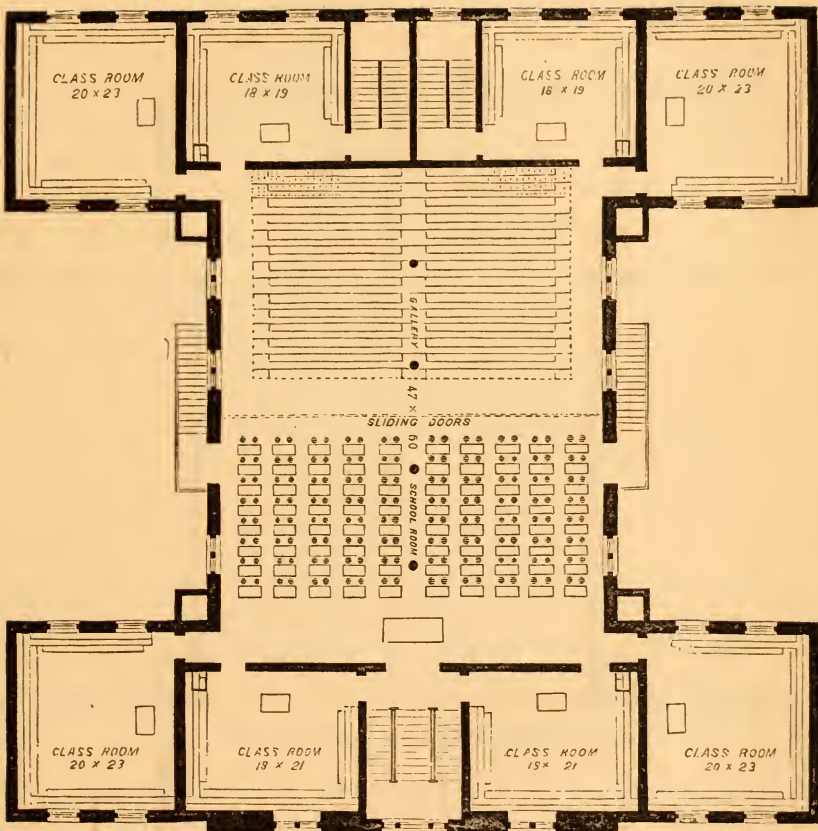
Plan 3, represents the Boys' and Girls' Schools.

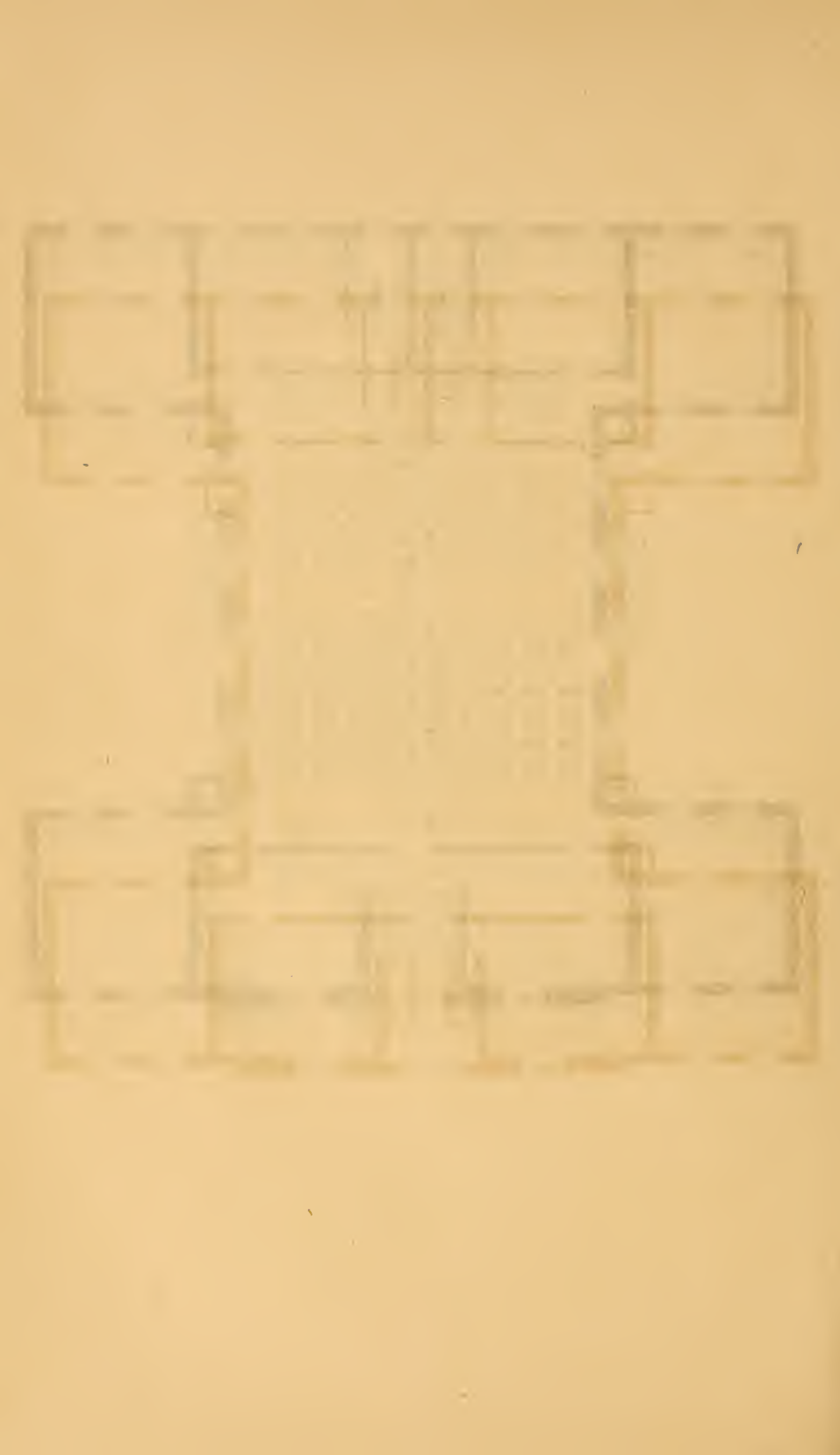


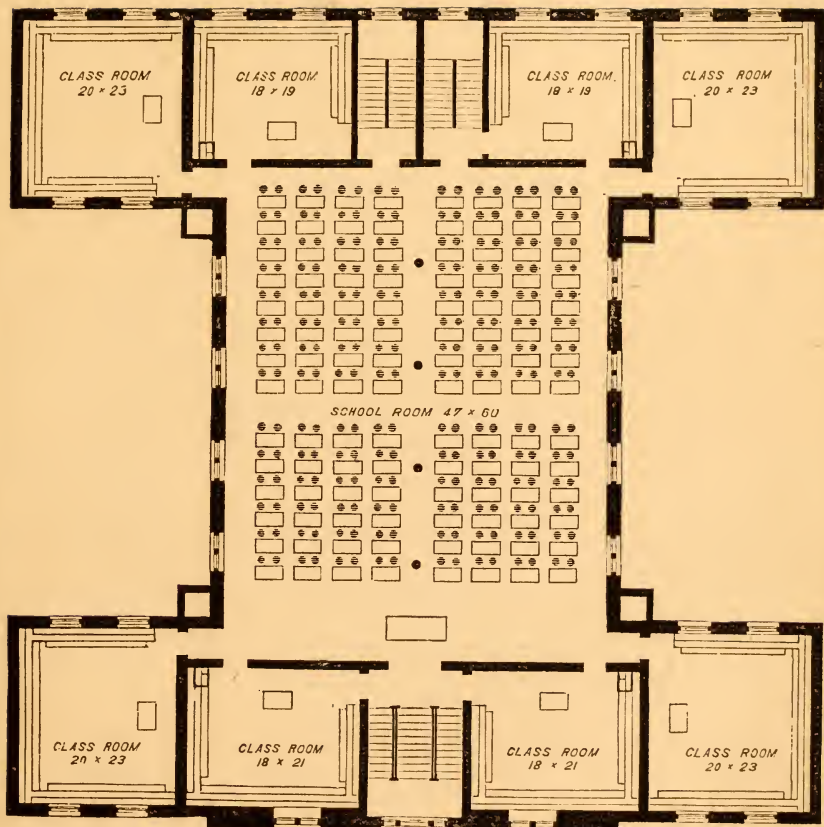
SCHOOL-HOUSE NO. 11, SEVENTEENTH ST., NEAR EIGHTH AVENUE.











SCHOOL NO. 37.

THE School House at Yorkville has been rebuilt during the year, and stands in 87th Street, near the Fourth Avenue. The main building is 48 feet wide by 83 feet 9 inches deep; in the rear is an extension, 15 by 20 feet, for a stairway. The first and second stories are 13 feet high in the clear, the third story being 15 feet. The school is estimated to provide for one thousand pupils.

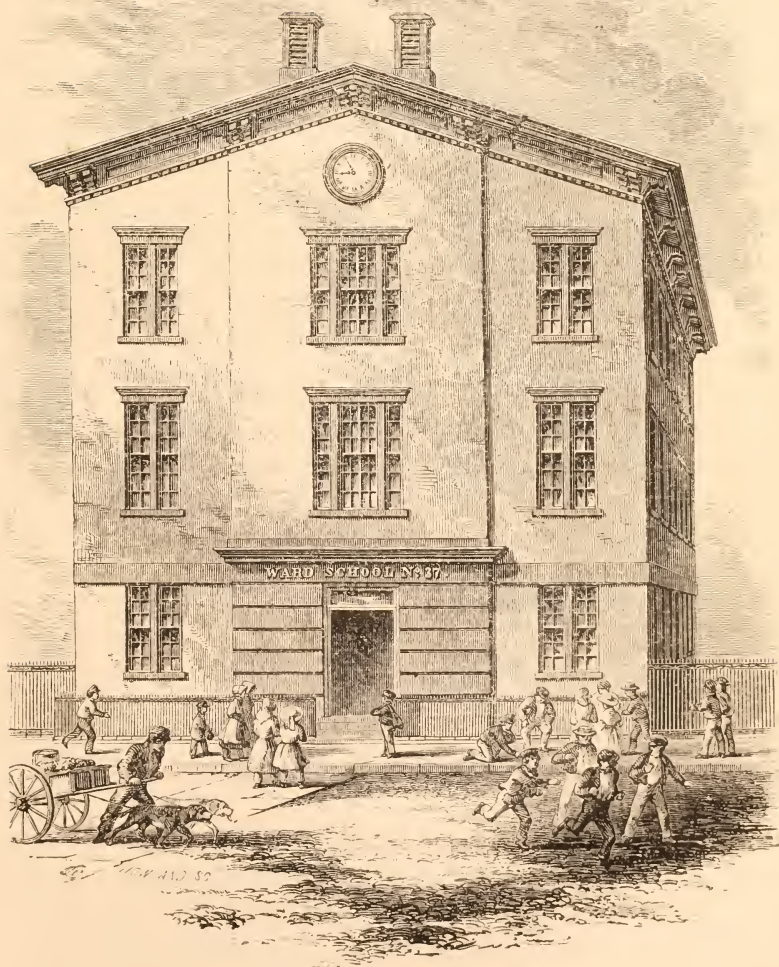
Cost of site, house, furniture, &c., \$26,000.

This school was opened in the fall, with a full attendance, and is in a prosperous condition. The plans will show the arrangements of the building.

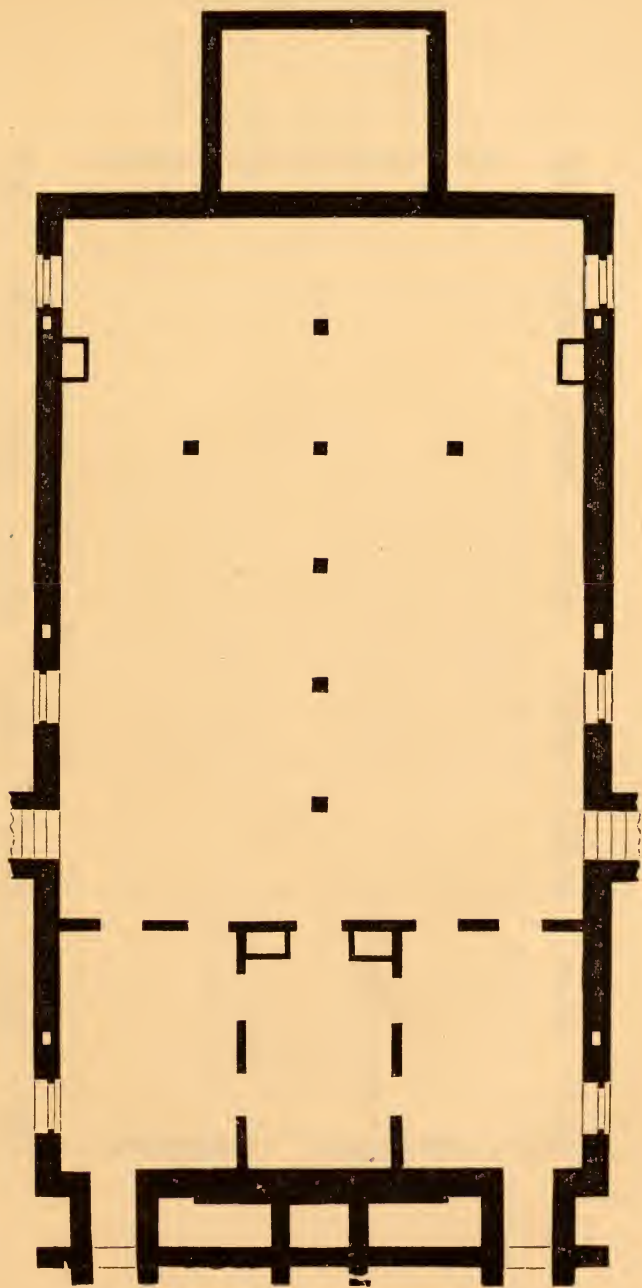
Plan 1, represents the basement, with play-grounds, &c.

Plan 2, represents the Primary School, with gallery, classrooms, &c.

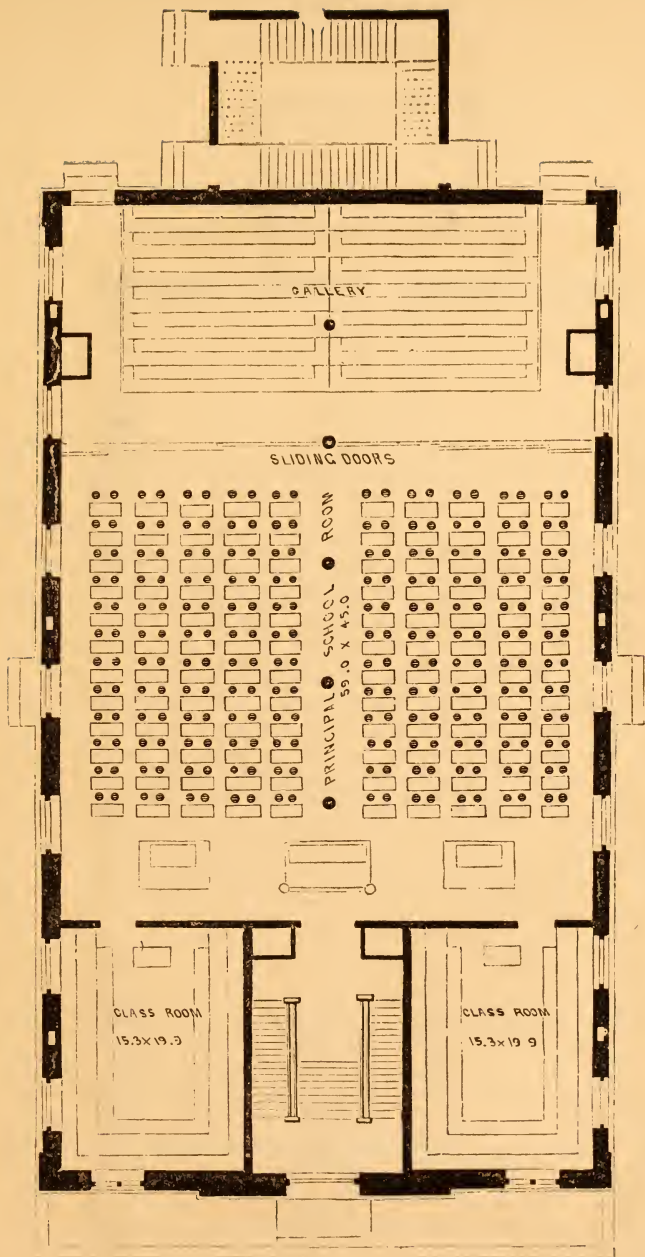
Plan 3, represents the Boys' and Girls' Schools.

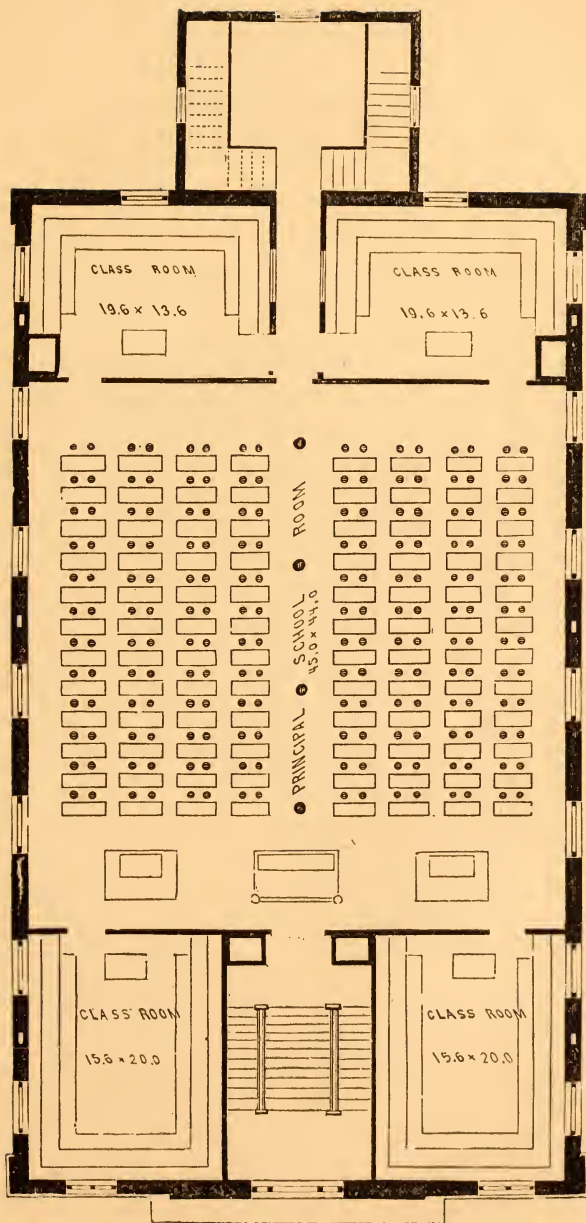


SCHOOL-HOUSE NO. 37, EIGHTY-SEVENTH ST., NEAR FOURTH AVENUE.









SCHOOL NO. 43.

DURING the year a neat and commodious building has been erected at the corner of Tenth Avenue and 129th Street, in the Village of Manhattanville. The house is 45 feet wide, 70 feet deep, and has an extension in the rear, 15 feet square for a stairway. The cellar extends under the whole building. The lot is 99 feet 11 inches in width, front and rear, and 200 feet deep. The first floor is for the Primary Department, and the second and third are to be occupied by the male and female Grammar Schools.

The cost of the house and furniture will amount to \$19,081 01. Part of the site was purchased by the Board of Education, and part was transferred by the Manhattanville Free School Society to this Board. This school became a Public School in 1851. The building will accommodate, when completed, about 700 pupils.

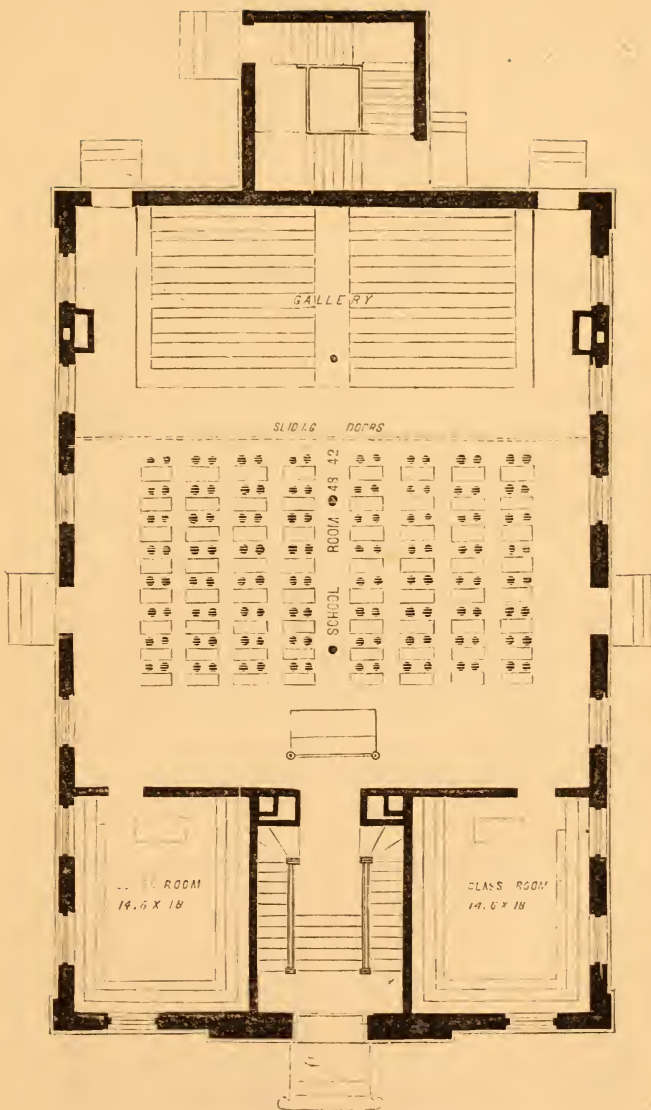
The first and second stories are each 12 feet in height, while the third is fourteen feet, in the clear.

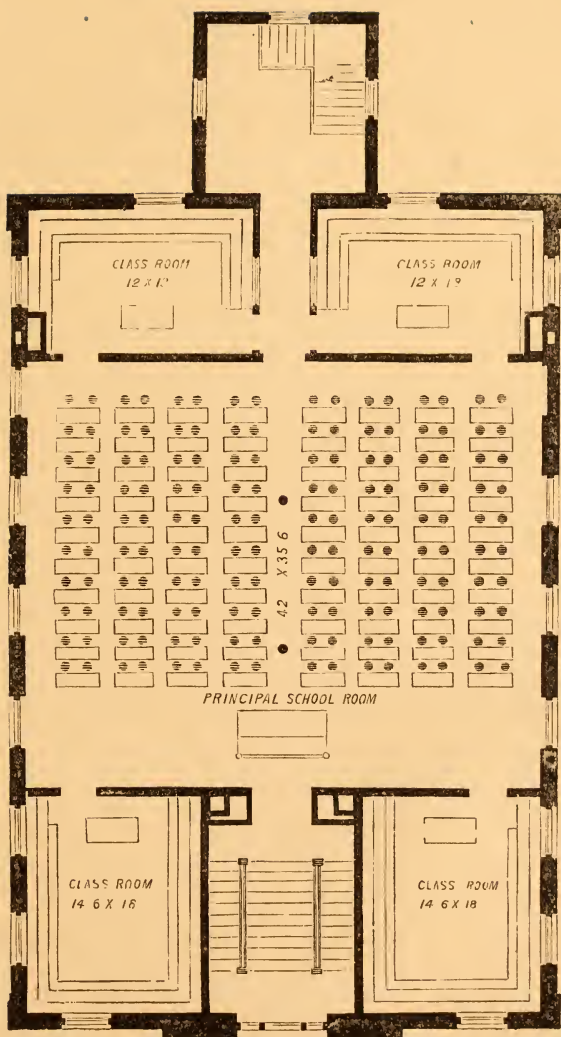
Plan 1, represents the Primary School, with gallery, classrooms, &c.

Plan 2, represents the Boys' and Girls' Schools.



SCHOOL-HOUSE NO. 43, 129TH ST., CORNER OF TENTH AVENUE.









SCHOOL NO. 48.

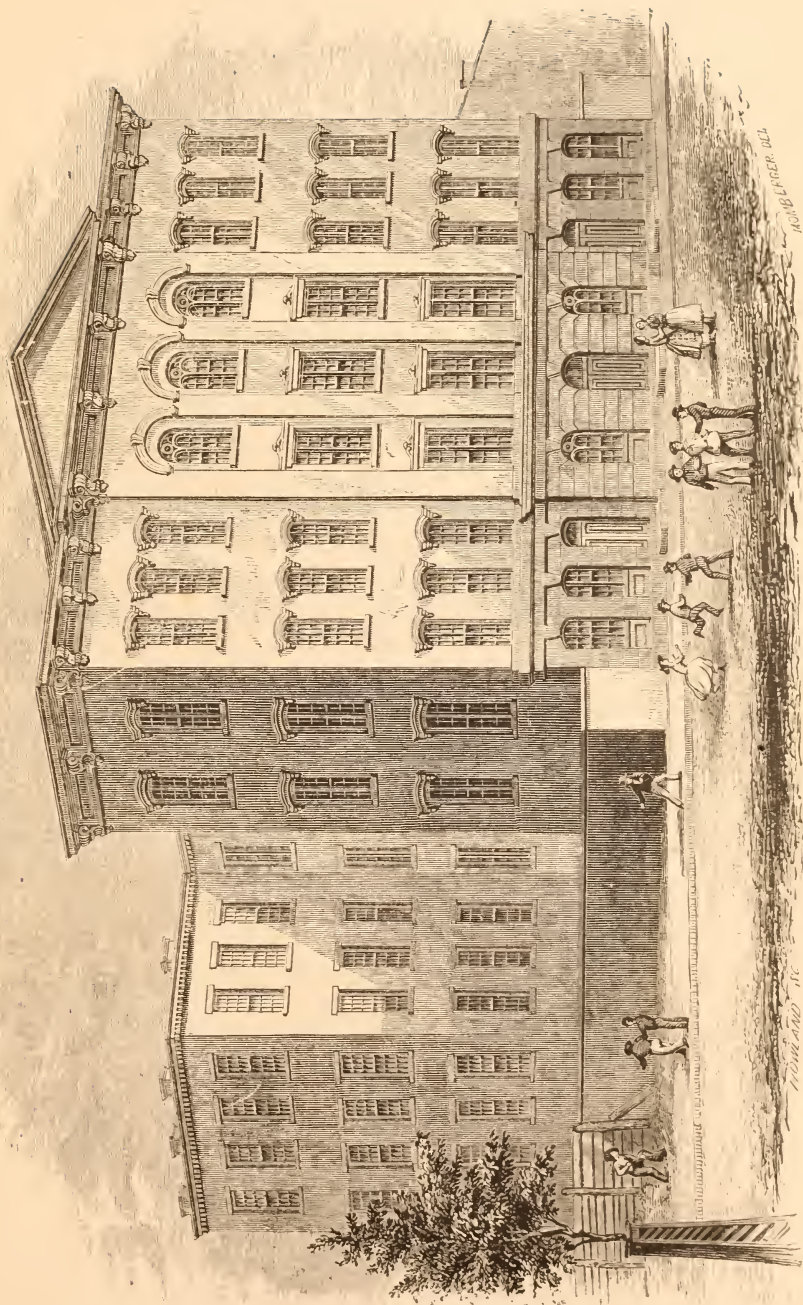
A NEW school in the Twentieth Ward has been partially built during the year. The plans and elevation herewith given, will show the main features of the building. It stands with its front on 28th Street, a short distance from the Sixth Avenue. The main building is 45 feet wide, and 81 deep, with two wings in the rear, each 26 feet 6 inches by 39 feet; and, also, two wings in front, 24 feet by 26 feet 6 inches.

The basement is used as the play-ground, which is open to all the pupils of the school, and is 10 feet in height. The other stories are each 14 feet in height in the clear. The size, and the disposition of the recitation rooms, stairways, &c., and the elevation, may be seen by the plans annexed. It is expected to accommodate from 2,300 to 2,500 pupils.

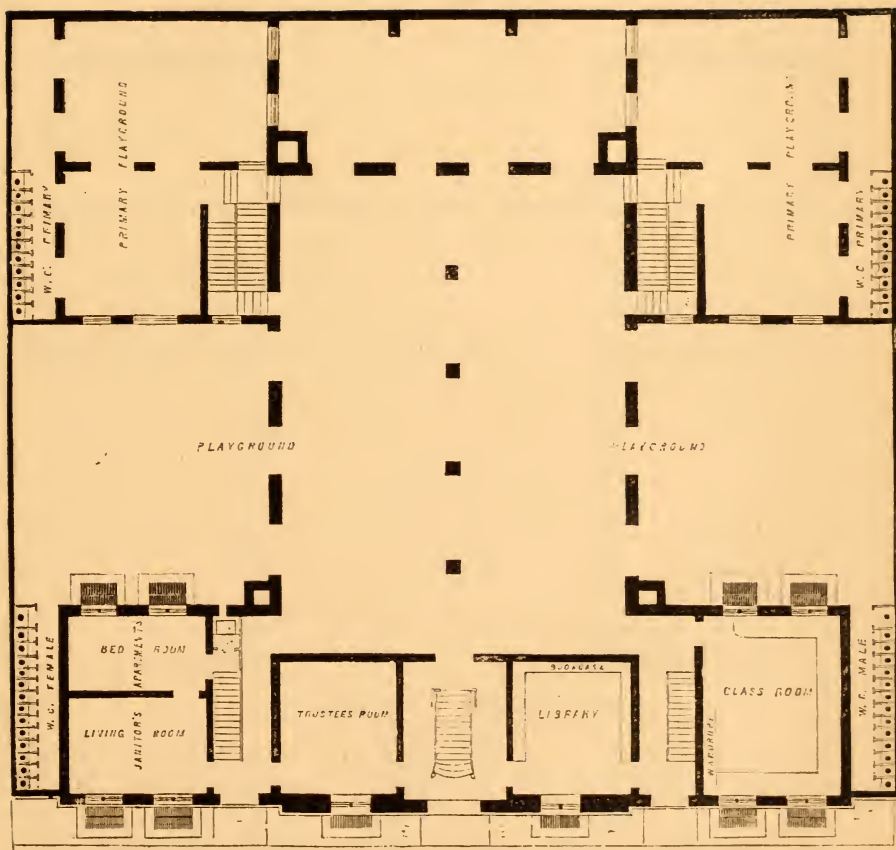
The building will be completed during the year 1855, and when completed will cost, including the site, furniture, and heating apparatus, &c., about \$50,000.

Plan 1, represents the basement, with play-ground, officers' and janitor's rooms, library, class-room, water-closets, &c.

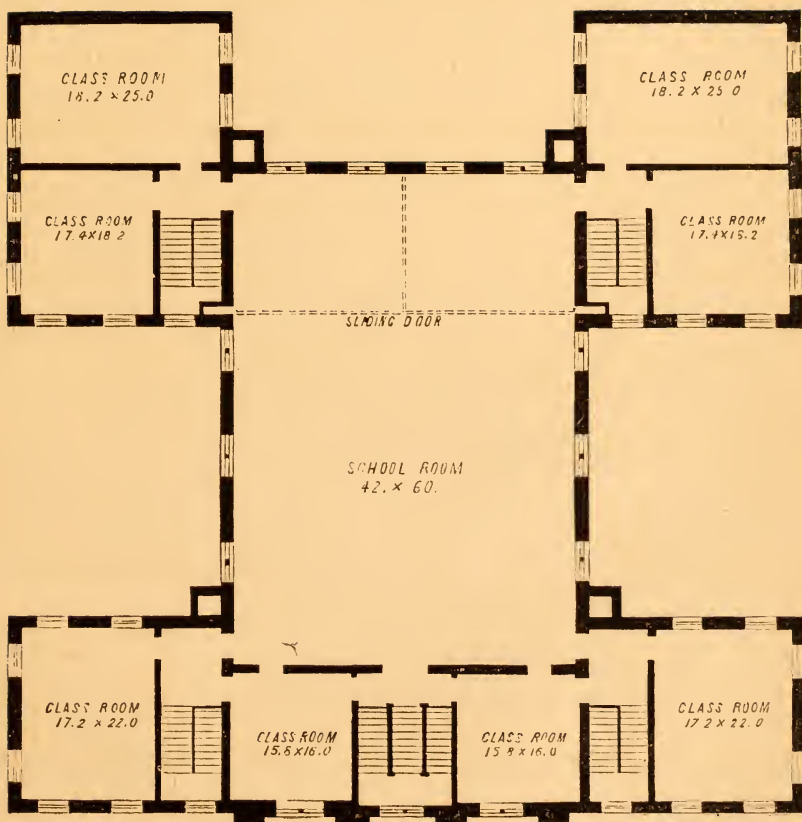
Plan 2, represents the Primary School, with class room, sliding doors, &c. The Boys' and Girls' Schools are similar in their arrangement of class-rooms, &c.

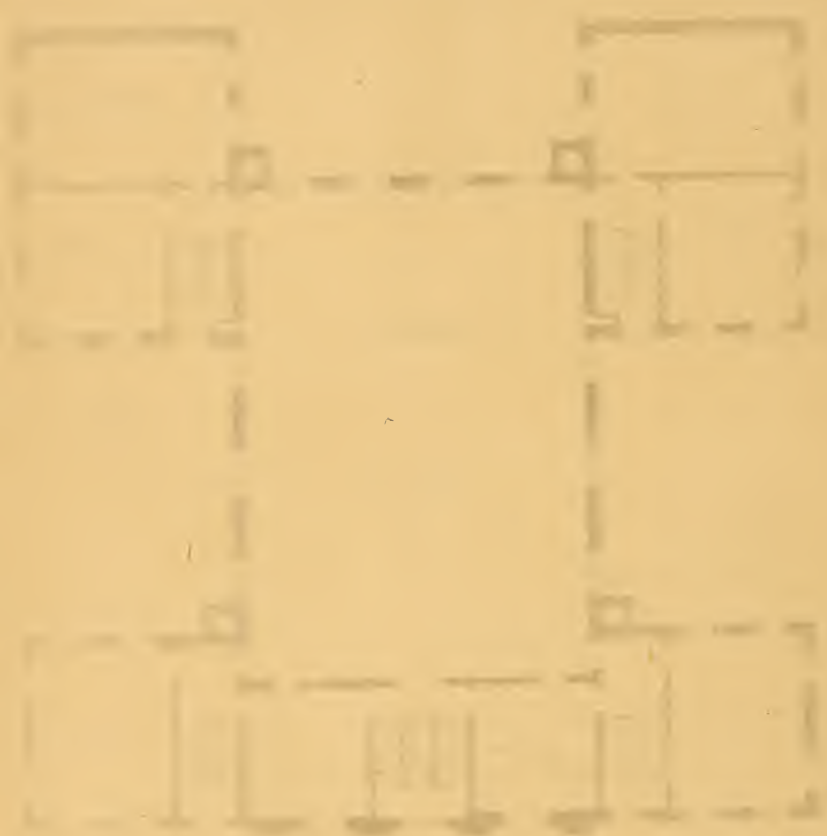


SCHOOL-HOUSE NO. 48, 20th WARD, TWENTY-EIGHTH STREET, NEAR SIXTH AVENUE.









SCHOOL NO. 49.

GRAMMAR SCHOOL No. 49, is located in 37th Street, near the Second Avenue. The main building is 50 feet wide, and 110 feet deep. There is an extension, 15 feet deep, in the rear, which includes a stairway for the Primary Department, making these two floors 125 feet deep. The extension has a sky-light over the gallery of the Primary Department—this part of the building being carried up only to the second story. There are two wings in the rear, each 20 feet wide by 40 feet deep, allowing a class-room, 18 feet 6 inches by 27 feet 6 inches, and a stairway in each wing.

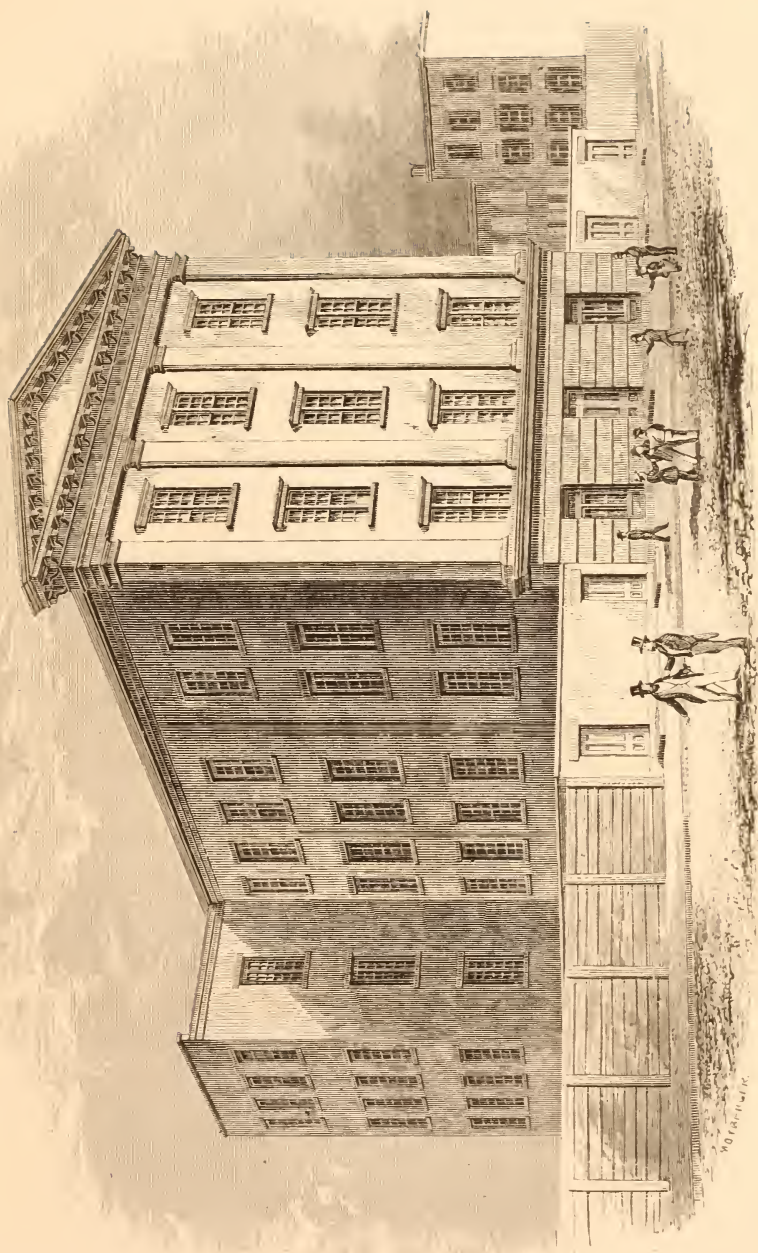
The basement, which is 8 feet high, is used for the playground; the other stories being each 14 feet high in the clear.

The building and ground will cost, without furniture, about \$41,000. This school is adapted to the accommodation of 2,500 pupils.

Plan 1, represents the basement, with playground, library, trustees' room, water-closets, &c.

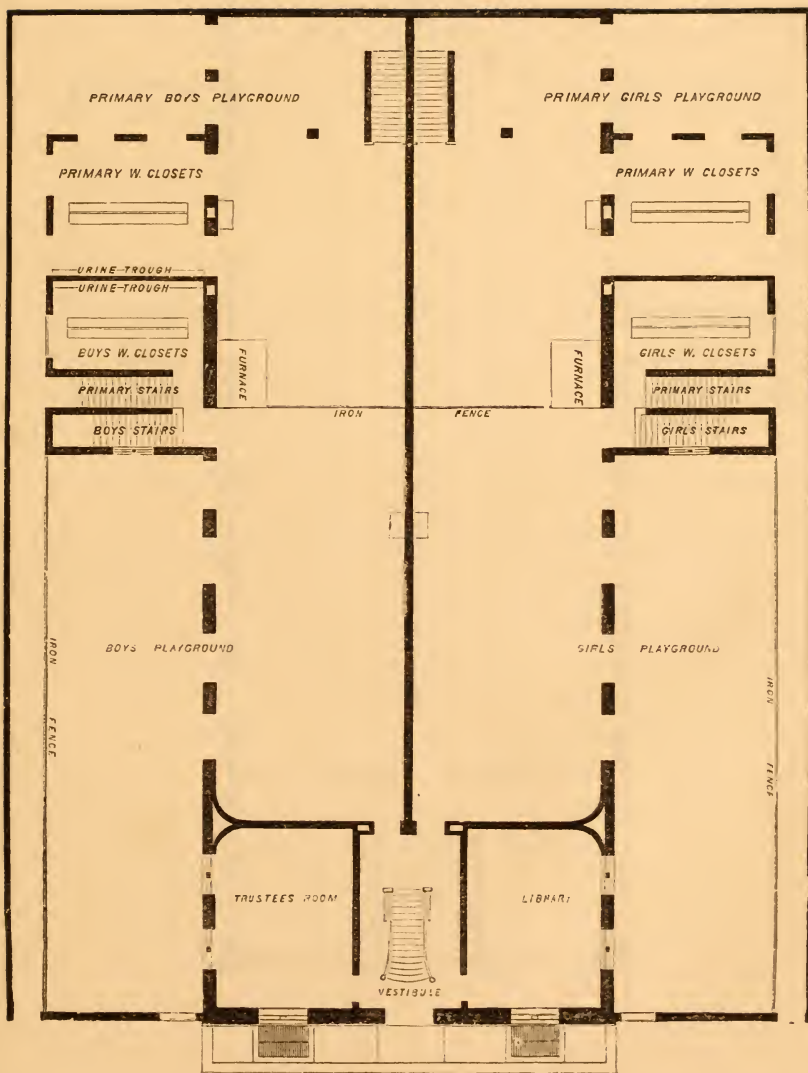
Plan 2, represents the Primary School, with the class-rooms, gallery, &c.

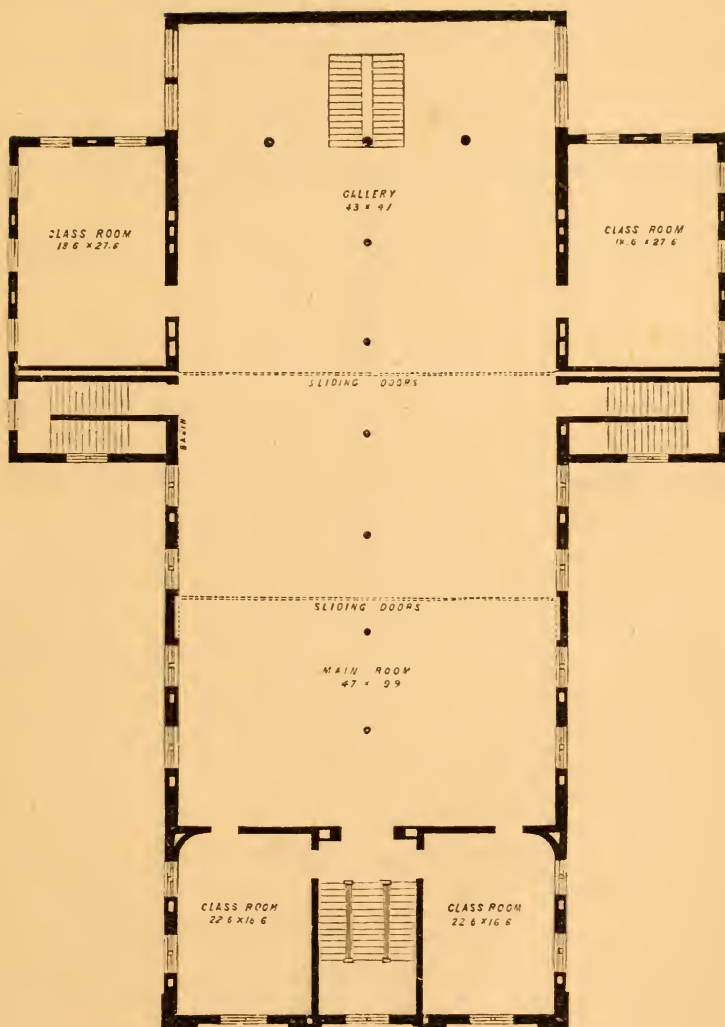
Plan 3, represents the Boys' and Girls' Schools, with the sky-light over the gallery of the Primary School in the rear extension.



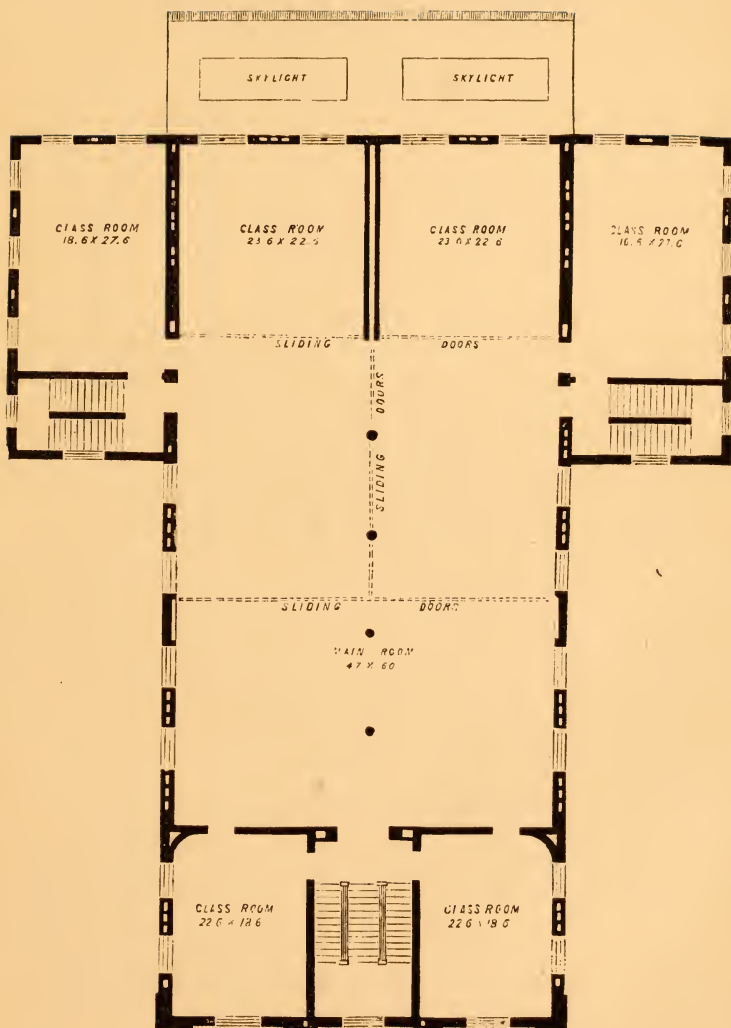
SCHOOL-HOUSE NO. 49, THIRTY-SEVENTH ST. NEAR SECOND AVENUE.

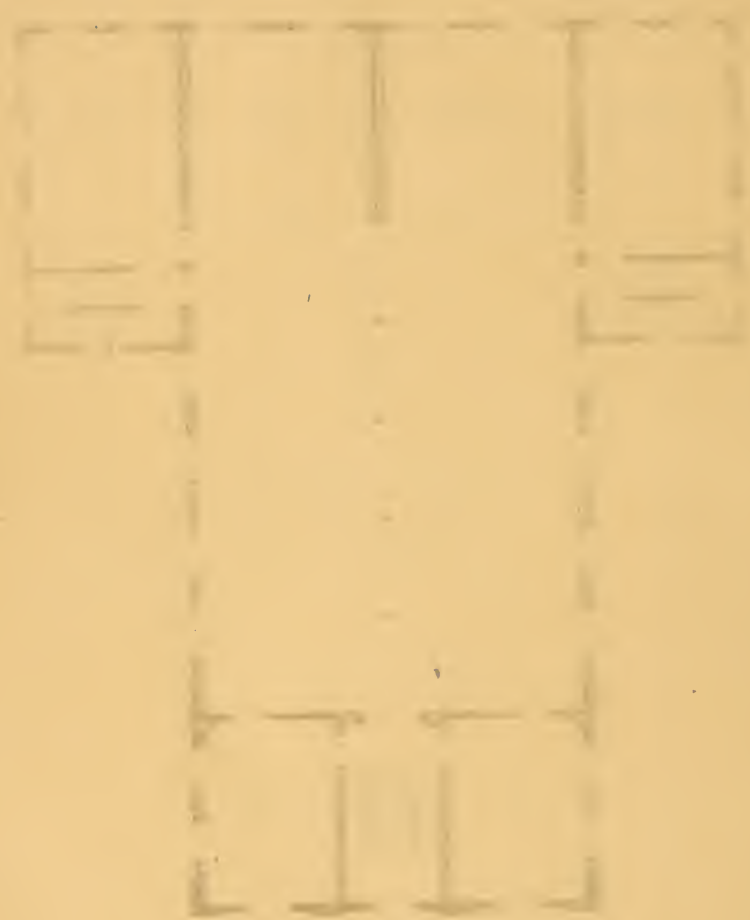














SCHOOL NO. 50.

GRAMMAR SCHOOL No. 50, is in 20th Street, near the Third Avenue. The building presents a front of 100 feet, and is 50 feet deep. There are three stories above the basement, which is 10 feet high in the clear. Each of the other stories is 14 feet high in the clear. The building will accommodate 1,500 to 1,800 pupils, and is intended for a school for females alone. The site, and the house, which will be completed in 1855, will cost about \$38,000.

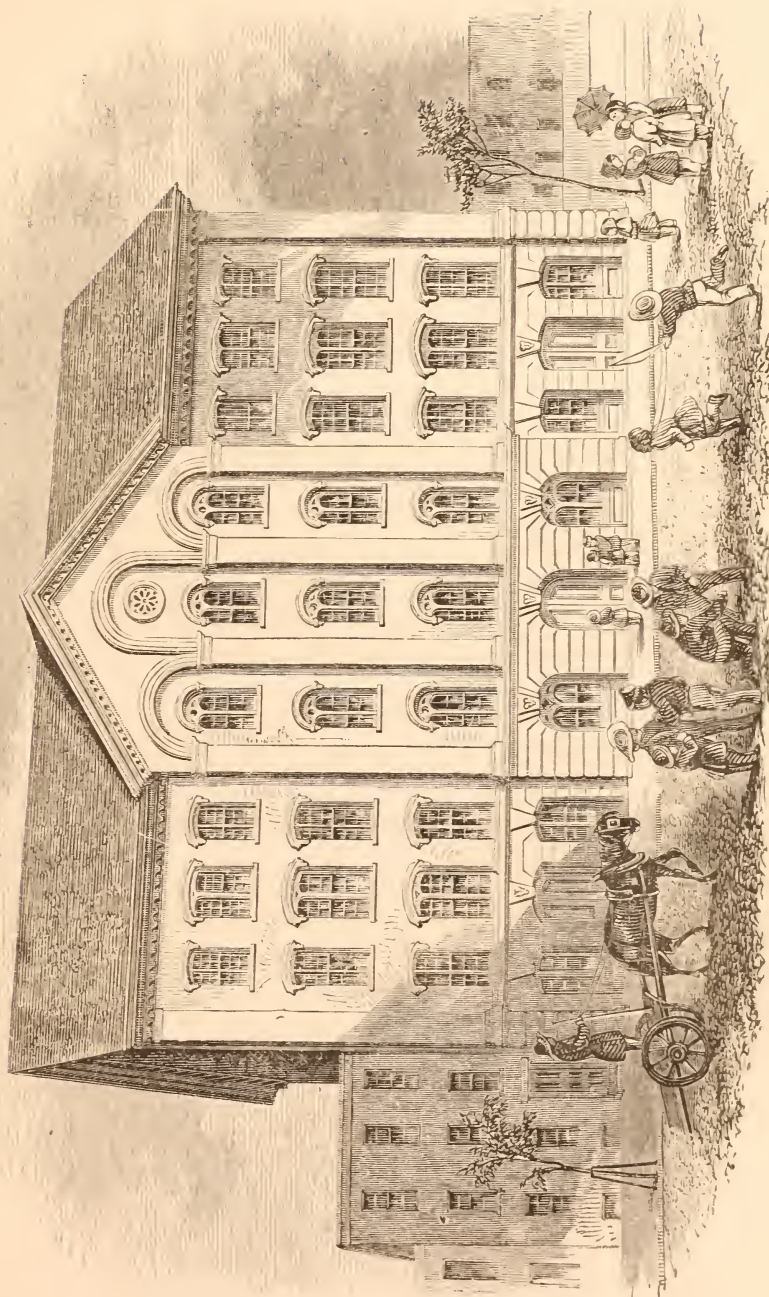
The elevation, the dimensions of the various rooms, the arrangement of the stairways, class-rooms, &c., will appear from the plans.

Plan 1, represents the basement, with play-ground, library, trustees' room, water-closets, &c.

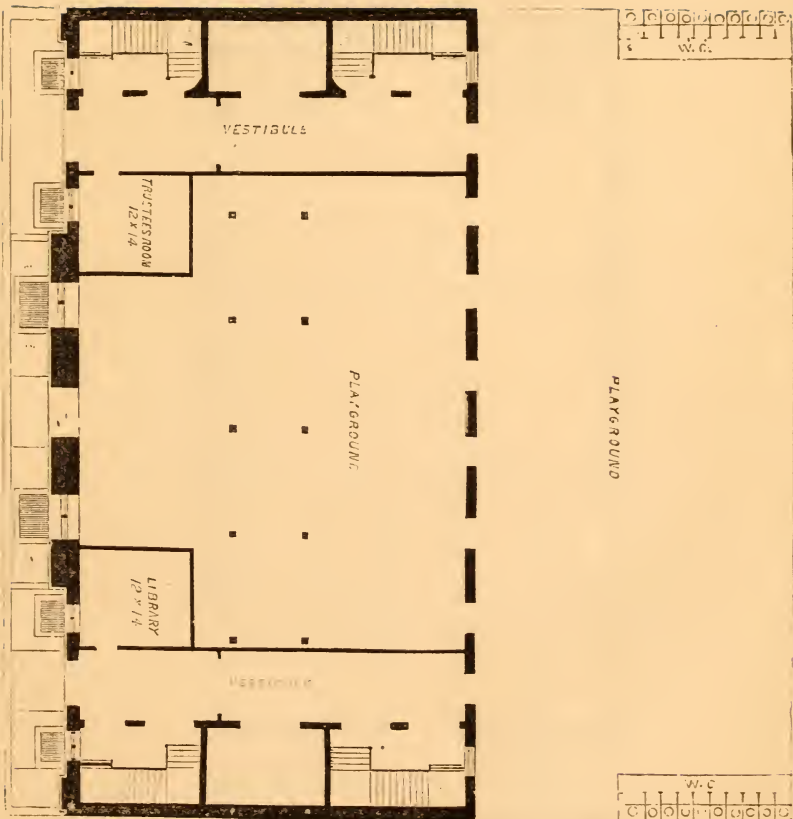
Plan 2, represents the first floor.

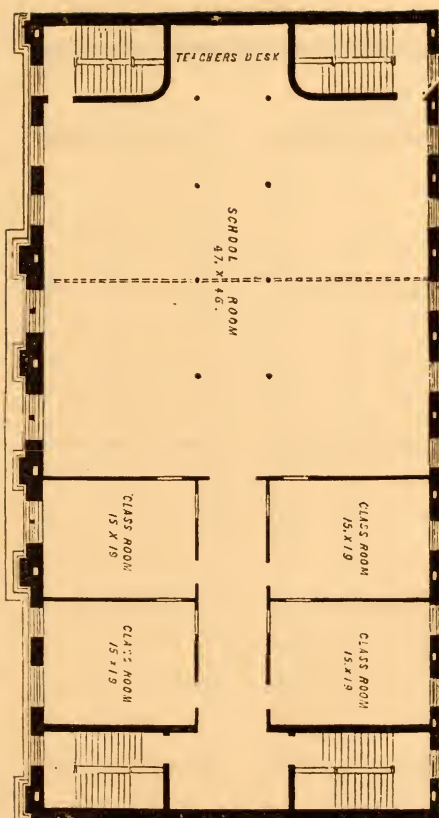
Plan 3, represents the second floor, divided into class-rooms.

The third floor, of which no plan is given, is a spacious hall, of the dimensions of the building.

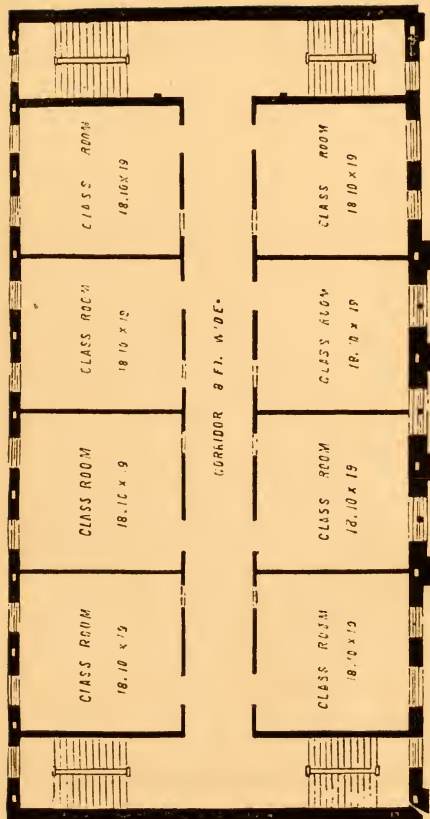


SCHOOL-HOUSE, NO. 50, 18TH WARD, TWENTIETH STREET, NEAR THIRD AVENUE.











PRIMARY NO. 56.

PRIMARY SCHOOL No. 56, of which an elevation and plans are herewith given, stands in 37th Street, between the Tenth and Eleventh Avenues. The front is 58 feet 6 inches wide; the main part of the building being 40 feet wide. The depth is 90 feet, with a rear extension of 9 feet 6 inches by 24 feet.

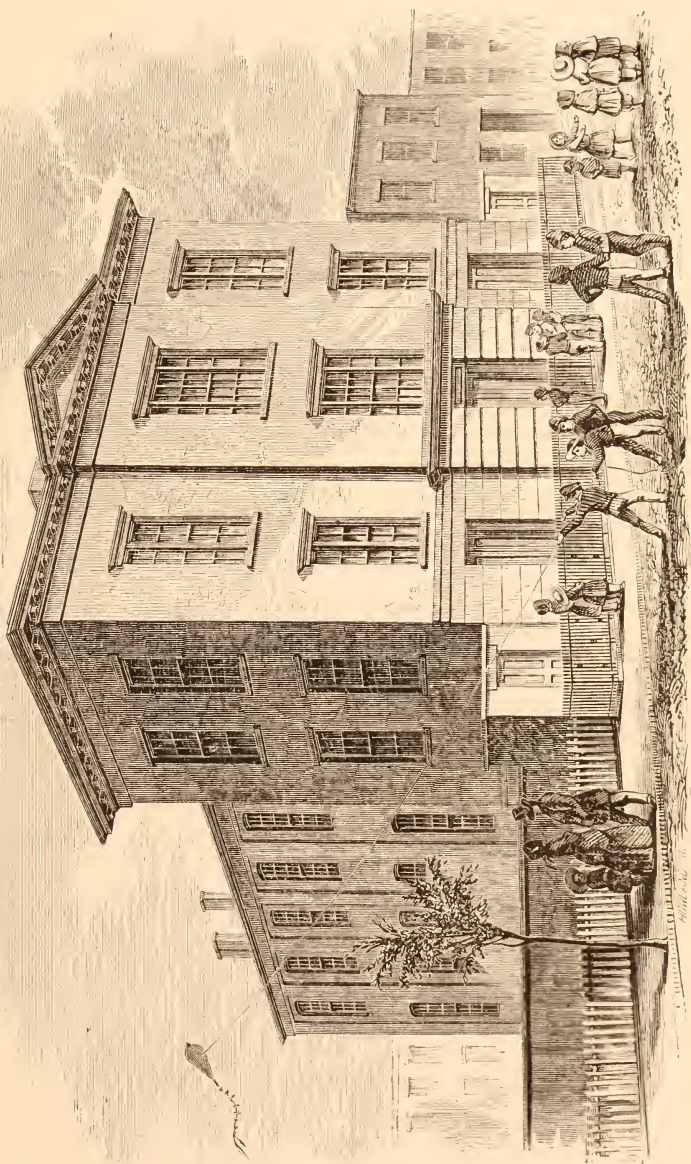
The basement is 9 feet in height, and the two stories above are each 14 feet high.

The cost of the site, house and furniture, will be about \$28,000. The school is estimated to accommodate 1,800 pupils.

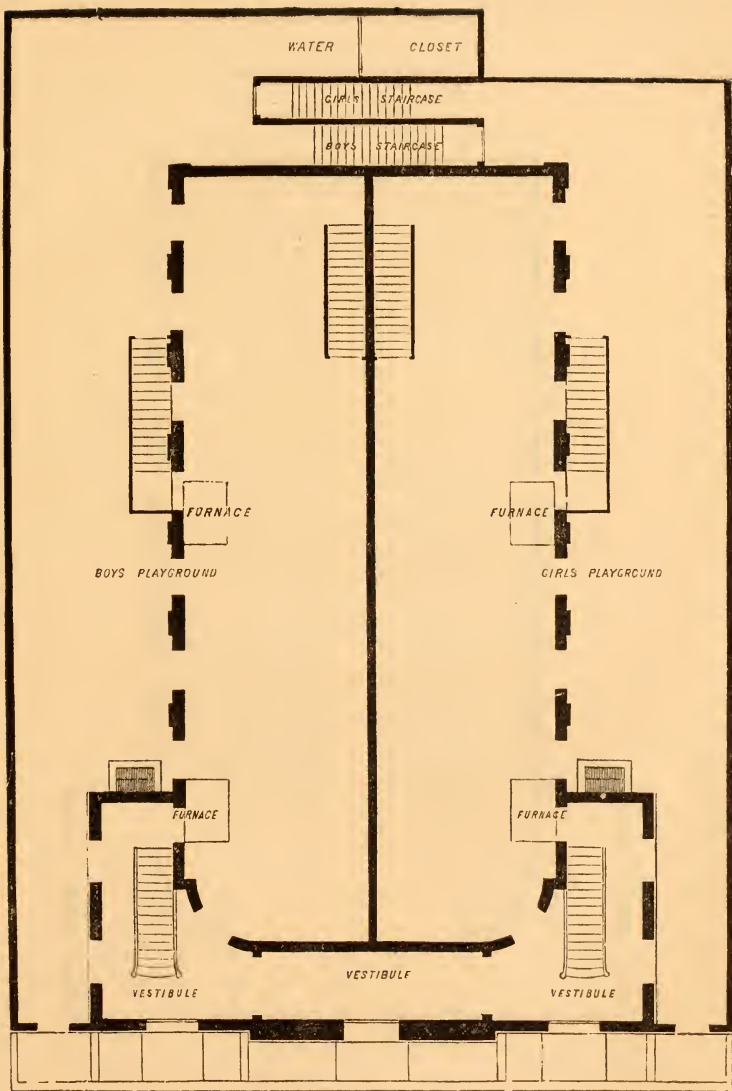
Plan 1, represents the basement, with play-ground, stair-ways, furnaces, water-closets, &c.

Plan 2, shows the first floor, its galleries, &c.

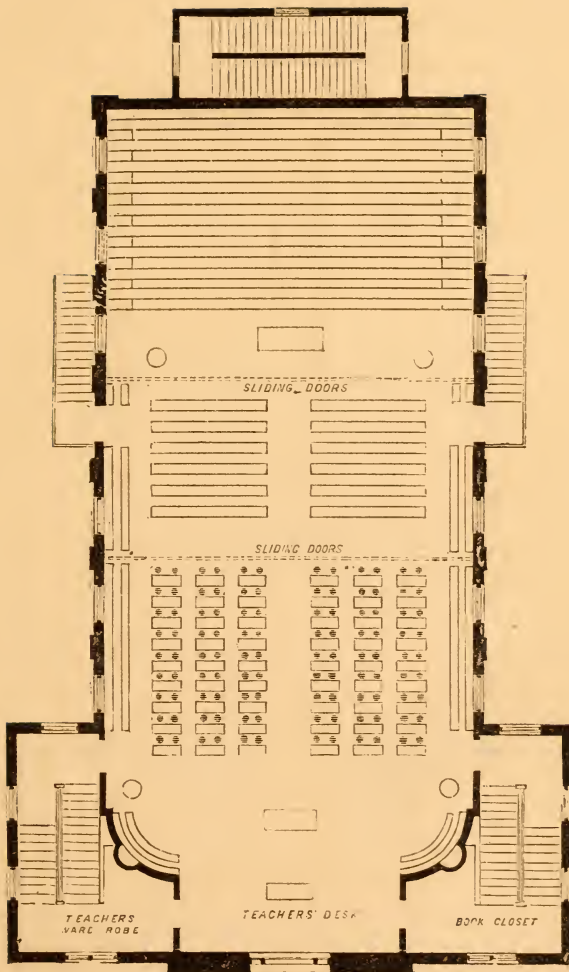
Plan 3, represents the second floor, with its class-rooms, wardrobes, &c.

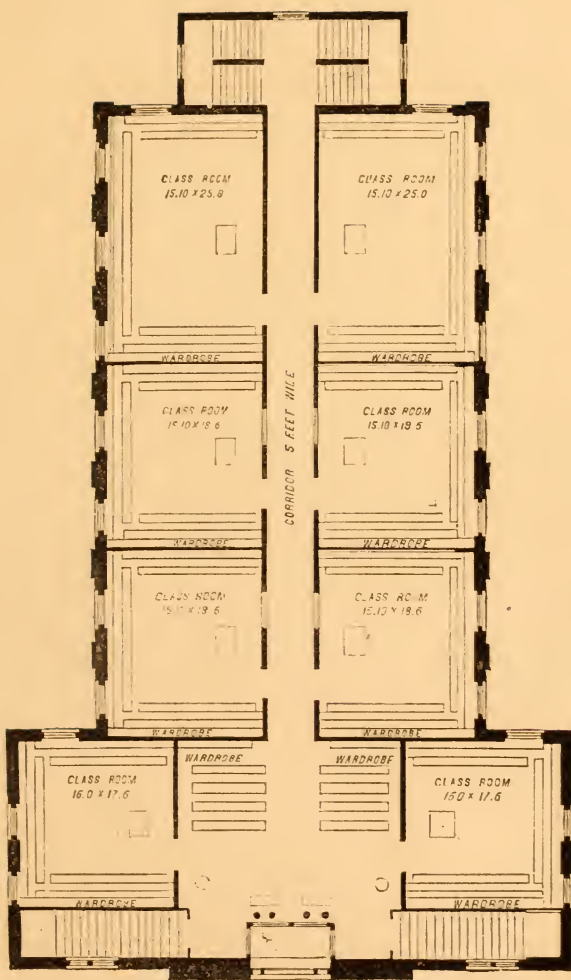


PRIMARY SCHOOL-HOUSE NO. 56, THIRTY-SEVENTH ST., NEAR TENTH AVENUE.











PRIMARY NO. 58.

THIS school is in 19th Street, between First Avenue and Avenue A. The building is 40 feet wide, and 90 feet deep, two stories in height. The first story is 12 feet in height, and is used for the play-ground, there being also four class-rooms, two front and rear. The second story is 14 feet high. The building is to accommodate 1,000 pupils.

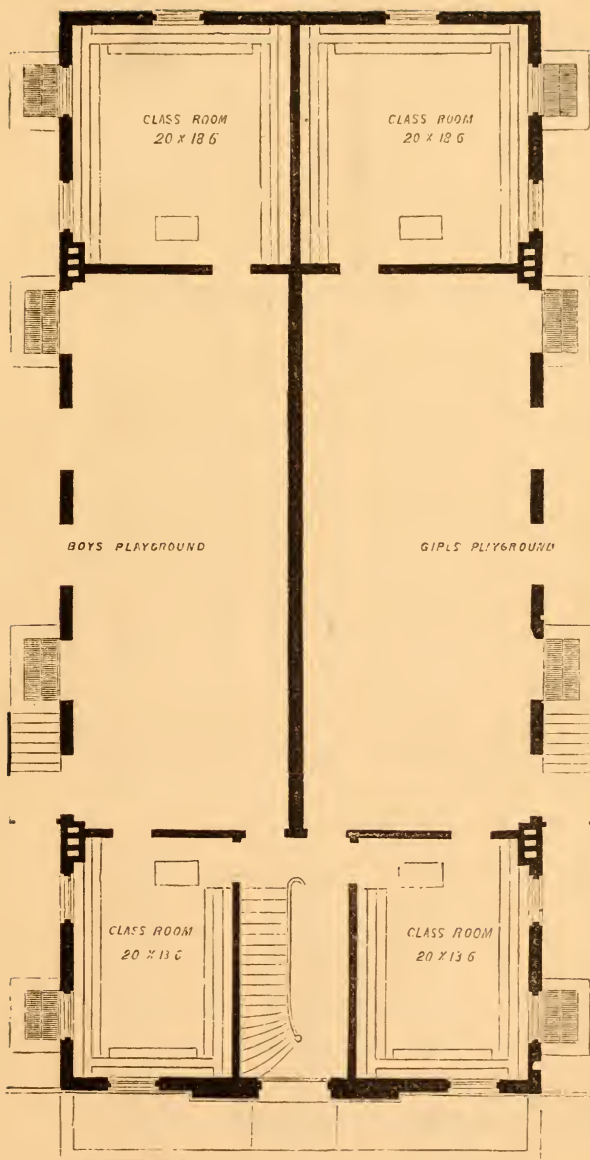
The cost of site, house, furniture, &c., was \$22,500. The school was opened during the year, with a full corps of teachers, and is in successful operation.

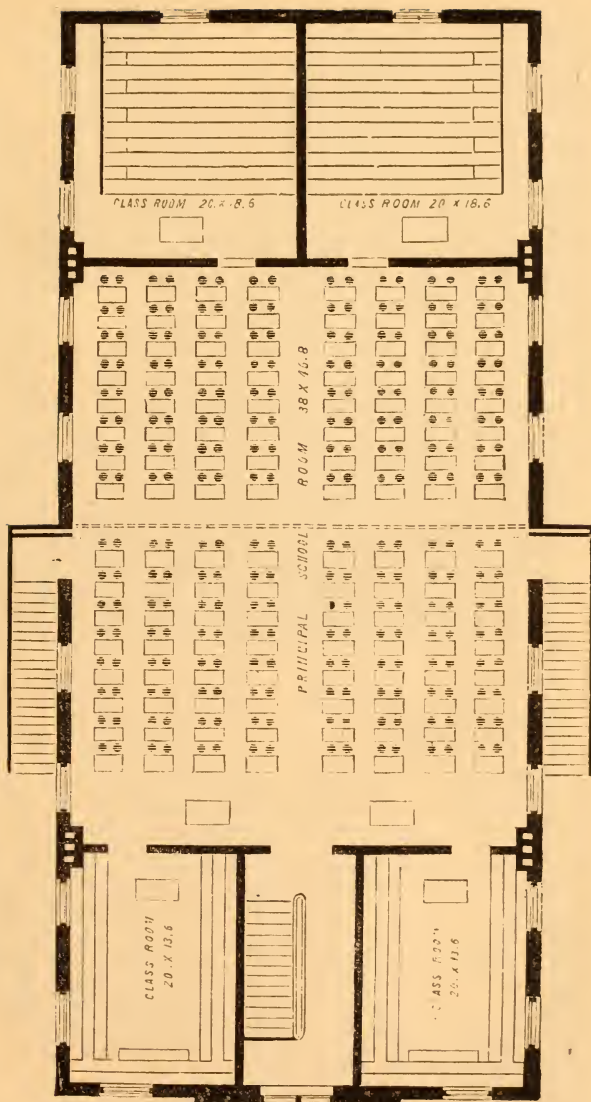
Plan 1, shows the basement, with class-rooms, play-ground, &c.

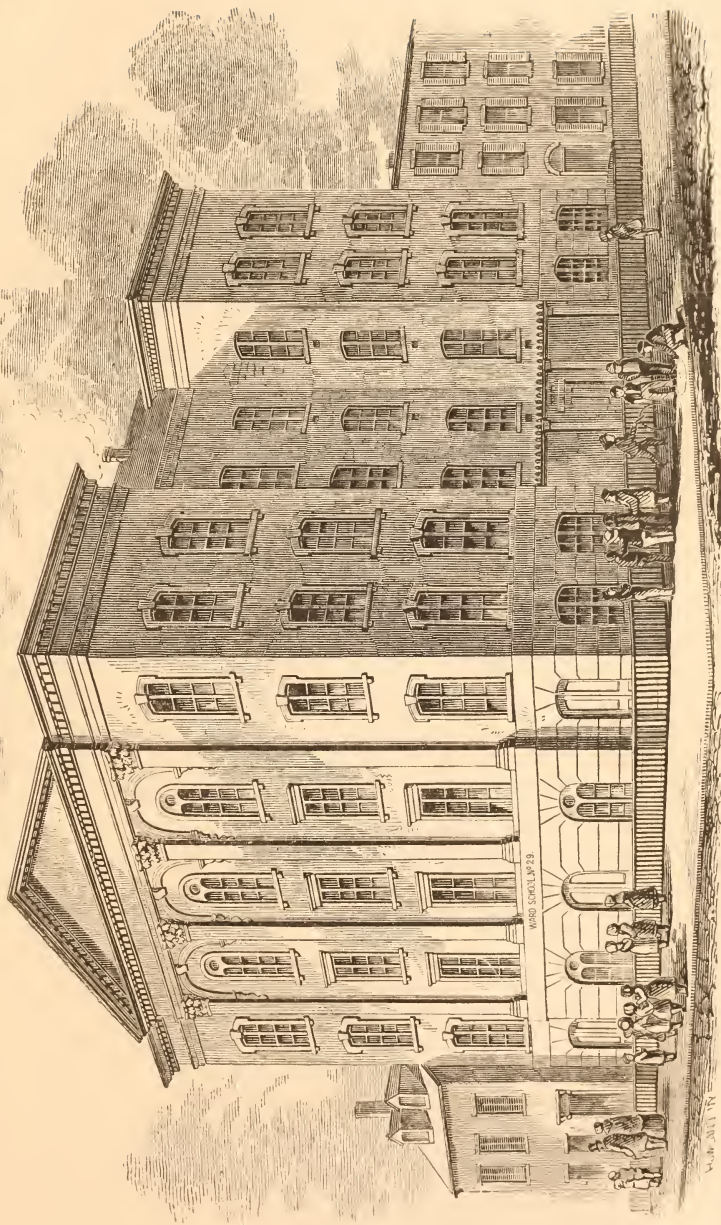
Plan 2, shows the school-room, with its gallery, class-rooms, &c.



PRIMARY SCHOOL-HOUSE NO. 58, NINETEENTH STREET, NEAR AVENUE A.



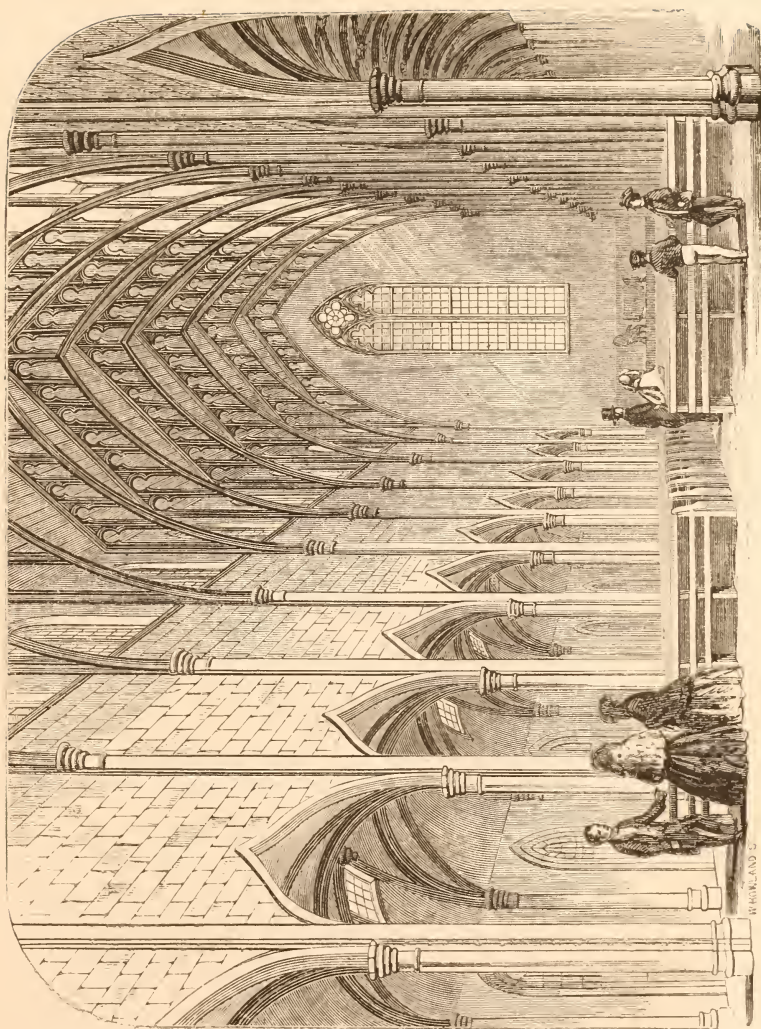




SCHOOL-HOUSE NO. 44, CORNER OF NORTH MOORE AND VARICK STREETS.



NEW YORK FREE ACADEMY, CORNER OF LEXINGTON AVENUE AND TWENTY-THIRD STREET



INTERIOR VIEW OF THE CHAPEL OF THE FREE ACADEMY OF THE CITY OF NEW YORK

W. H. AND S.



INTERIOR VIEW OF THE DRAWING ROOM OF THE FREE ACADEMY OF THE CITY OF NEW YORK.

